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School Activities

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As the Editor Sees It



It is not too late to avoid the usual graduation program weaknesses: unacceptable student speakers; unacceptable outside speakers; unsuitable topics; an overemphasis upon scholarship; the class singing (?) its silly "class song"; mimeographed, instead of printed, programs; disorganized presentation of diplomas; the wearing of flowers on the gowns; unnecessary announcement of program numbers; cheap and tawdry decorations.

At the last AASA meeting, schoolmen, (1) rather favored abolishing basketball tournaments and cutting the schedule to 14 games; (2) felt that, regardless of the situation in college, high school athletics were in pretty good shape; and (3) reported continuing difficulty with college recruiting in states where the high school athletic association does not forbid campus tryouts. Apparently, some serious thinking on high school athletics is being done.

In the Coshocton, Ohio, High School, discipline in the library is handled by a student library board to which offenders are referred. This board is composed of a boy and a girl from each class, nominated by their classmates, and authorized by the faculty. Some schools handle this problem through the student council. And some waste teachers' time on it.

Recently a state superintendent of instruction held that a school board could require a teacher to act as ticket taker at football games. The teacher, holding otherwise, took the matter to county court. The court said, ". . . the assignment of teachers to supervise some activities is well within the powers of the board . . . but the duties of teachers are professional. We cannot see that collecting tickets at a football game falls in that category."

Perhaps this represents a step in the direction of properly defining a teacher's responsibilities. At present "professional duties" appears to cover about everything that the board, or superintendent, or principal wants done.

Some student councils operate an employment bureau, often going to considerable trouble to classify job applicants, locate and fill vacancies, secure the necessary recommendations, etc. Such activities may be justified PROVIDED they do not interfere with other more essential responsibilities. Personally, we are skeptical of their place—but are willing to be convinced otherwise. If you believe in them you have the ball, and our columns are open to your article.

The Woman's Home Companion is the newest campaigner for safe and supervised school playgrounds. It urges parents' groups to, (1) get rid of hard, noncushioning surfaces under playground apparatus; (2) encourage manufacturers to develop smooth, weather resistant, resilient surfacing material; (3) call for accurate reports on all playground injuries; (4) sponsor the appointment of a playground safety director, and (5) insure that no teacher has more than 25 pupils to supervise. A good program!

Although small children at a P.T.A. meeting are usually an unmitigated nuisance, restricting their presence would limit the attendance of the very folks for whom the program is designed. Assigning them to other rooms under the supervision of "baby sitters" (high school girls and boys) who entertain them with games, music, motion pictures, and other interesting activities should help to make the P.T.A. program more enjoyable and profitable to the parents. Maybe a student council project? We can use an article on this subject. How do you do it?

SCHOOL ACTIVITIES is always looking for long and short articles, How-We-Do-It items, assembly programs, photographs, and other material. If you supply these, we have a magazine; if you do not, we have no magazine. Savvy? Remember that what may be "old stuff" to you will certainly be "new stuff" to someone else. So . . .

Well, so long. We'll be seeing you next fall. Hope you have a profitable summer.

An extensive survey of Nebraska North Central Association High Schools reveals interesting information and helpful suggestions for participation.

A Survey of Student Activity Programs

IN MARCH, 1948, the North Central Association on Secondary Schools inaugurated a series of Special Reports for the purposes of stimulation and self-appraisal.

The article which follows deals with the pupil activity program, a major area in the 1950-51 Special Report, and is based upon a compilation of the reports of Nebraska North Central high schools.

Student Participation in School Government

Of the 142 schools participating in the Special Report for 1950-51, 108 or seventy-six percent have some type of organization through which pupils participate in the management of student affairs.

These schools clearly favored small student council organizations. Sixty-two of the schools, for example, reported student government groups of less than fifteen members, and only five schools reported memberships in excess of thirty.

Although fourteen schools reported the existence of student councils for twenty or more years the period of greatest activity has been during the last decade. Sixty-two of the student councils reported were organized during that time.

In every case the membership of the student council included sophomores, juniors, and seniors. Ninety-four of them included freshman representation, and a few also included seventh and eighth grade members.

The method of selection of student council membership varied, but in only three cases was "principal or faculty appointment" reported. Home room election totalled seventeen, class election seventy-eight, and all-school election thirty-two. Twenty-four schools indicated "automatic selection by virtue of office held."

Faculty sponsors were appointed by the high school principal in ninety cases. In thirteen schools the sponsor was elected by the student body and four schools reported that he was chosen by the faculty.

Representative types of important committees were as follows: program, building cleanup,

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ground improvements, social, reception, safety, library, vocational clinic, student handbook, forum, and flag. It was noted that the names of a number of these committees indicated social activities as being prominent in the functions of the organization. In ninety of the 108 schools reporting, the student council was expected to work closely with its home base, reporting frequently to the student body, home room, or other parent group.

In most instances, ninety-two schools, the principal had veto power over the authority of the council. Ten schools reported that the veto power did not exist. At least eighty-five councils operated within the limits of clearly defined policies concerning their authority.

Various methods were used by eighty of the schools in evaluating the effectiveness of student participation. Self-appraisal of the success of student projects by the council was the predominant method of evaluation. Eighty schools followed that practice. Thirty-seven relied upon discussions in faculty meetings and parent groups for an evaluation of the effectiveness of student projects.

Rather representative of the special project achievements reported by the schools were these: establishment of a noon hour program for rural students, preparation of a student handbook, promoting safety about school in conjunction with County Safety Committee, assisting in the development of Career Day, sponsoring clothing and other "drives," safety-taping bicycles, conducting primary elections for Cornhusker Boys and Girls Government Day, sponsoring a community Hallowe'en party for younger children in the community, raising money to purchase a trophy case for the school corridor, sponsoring "Open House" for American Education Week,

and sponsoring home room Christmas decorations.

School Organizations

In the section concerned with a general evaluation of school organizations and activities the degree to which schools were called upon to take part in various "drives" constituted the first part. The most commonly reported number of school drives was three per year. Nine schools said this number was too great, seven said it was not enough, and 104 schools felt that the number was about right. Thirty-two schools felt that these drives had much educational value, thirty-five believed that they had little value, and fifty-three reported their belief that the value of school drives had limited value.

Twenty-one schools reported that their community had "too many" community drives, eleven said "too few," and seventy-six said "enough." In educational value, nineteen reported "much," thirty-eight reported "little," and forty-seven reported "limited."

In connection with the evaluation of club activities, the schools reported having two or more clubs of the religious or welfare clubs of much value, eight said the value was of little worth, while twenty-five characterized them as of limited worth.

With respect to subject matter clubs forty-one schools said there were enough, twenty-two schools said there were too few, and no school reported having too many. Thirty-eight schools felt that subject matter clubs were of much value, seven thought they were of little worth, and thirteen considered their value to be "limited."

Miscellaneous and hobby clubs were also evaluated. Fifty schools felt that an average of four such organizations was enough, nineteen schools voted for more and one said "too many." Thirty-eight schools felt that this type of student organization had much value, ten said they were of little value, and twenty-one said they were of some value but that it was limited.

The reports showed that with respect to "how many interscholastic activities did the school participate in" some schools reported "types" and listed three to five, while other schools included a listing of all contests, and therefore reported thirty or more. Forty-nine percent of the boys and twenty-nine per cent of the girls participated in interscholastic activities. Fifty-one per cent

of the boys and forty-one per cent of the girls participated in intramural athletics (volley ball).

The typical Nebraska high school sponsors about five dramatic performances yearly in which slightly more than twenty-three per cent of the pupils participate. In reporting upon the apparent value of these activities in improving the esthetic tastes of the pupils, eleven schools felt they were "extensively helpful," forty-five said "moderately," thirty-three said "to a limited degree," and four said "not at all."

About sixty-eight per cent of the pupils took part in vocal musical organizations, and twenty-nine percent took part in instrumental musical organizations. Ninety-one schools felt that the musical organizations contributed much to community life, and five declared that the contribution was of little value.

The number of assembly programs varied widely with the average number being seventeen. Of these, twelve were programs presented by the pupils, and the rest were provided by other community representatives or by commercially booked assembly talent. In the student programs opportunity was provided for about thirty per cent of the pupils to participate. Most schools held their assemblies on an irregular schedule. Sixty-five schools reported no regular schedule, sixteen held them once a month, sixteen held them every other week, and ten reported weekly assemblies. There was no consistency in the length of time of an assembly, as it varied from a few minutes to more than an hour, and of course, depended upon the nature of the program. Fifty-nine schools felt that in general the assembly programs were moderately successful in contributing to educational growth, thirty-three said they were of extensive value, and four said "to a limited degree."

Administration of the Activity Program

In fifty-two of the schools reporting, some kind of a point system or other device was used to stimulate and distribute participation in the activity program. In ninety schools participation was purely voluntary. In sixty-four schools less than twenty-five pupils were reported as having had no participation at all; in thirty-two schools the number of pupils not participating was placed at from twenty-six to fifty; in ten schools, as many as fifty-one but less than 100 pupils fail to have any part at all in the activity program.

Social functions in which the pupils participated during the school year 1949-50 apparently fulfilled their purposes. Only two schools felt that the number of such activities provided was excessive, four felt that an inadequate number was provided, and in 107 cases the reporting officials felt that the number of such events was quite adequate for the needs of the particular school.

It was estimated that seventy percent of the pupils participated in informal social functions, while about fifty-four percent were included in thirty-nine cases. There were no restrictions. Only nine schools felt that the "hidden costs" of social functions such as transportation and flowers, were such as to make participation in social functions burdensome to the average person.

Several methods of support of the activity program were named. Admission fees constituted by far the most popular method followed closely by class dues. The specific breakdown in terms of numbers of schools using the method showed the following: admission fees 121, class dues ninety-five, concessions ninety, subscription and sales eighty-four, selling advertising seventy-eight, club dues sixty-six, activity tickets sixty-five, board of education subsidy fifty, assessments forty-one, tag days three, and home room dues one. Rummage sales, bake sales, scrap drives, carnivals, and sticker sales campaigns were also listed.

Schools which used activity tickets reported that they admitted pupils to athletic contests in sixty-seven cases, school programs in fifty-nine, provided for school publications in thirty-two, and admitted to social functions in seventeen. Class plays and lyceum productions were also popular items included in the activity ticket. Seventy-two percent of the pupils bought activity tickets, and the usual cost of the ticket was \$3.00.

Sponsorship of student activities was considered part of the teaching load in 109 instances, only partially so in twenty-six, and not at all in seven. Extra compensation was given the teacher as a regular practice in twenty-two cases, for selected activities in thirty cases, and not at all in ninety. Faculty sponsors were appointed in eighty-eight schools and elected in forty-two schools. There was some variation here, however, because both practices were followed in

many schools, depending upon the nature of the activity.

Seventy-five of the 142 schools reported home rooms. The home room was a part of the activity program in twenty-eight of the seventy-five. Sixteen schools reported special home room programs, and fifty-six reported the use of the home room as a part of the guidance activities. Sixteen schools which did not report a home room, indicated that the activities usually carried on in the home room were carried on in general assembly, study hall, class meeting, dormitory meetings, in the library, or by the student council in other ways.

Implications

In view of the fact that providing opportunities for high school pupils to develop a real sense of responsibility and to grow up educationally is one of the important tasks of the school it would seem as if a greater percentage of Nebraska North Central high schools should have some type of effective student organization.

It would also seem that careful thought should be given to the functions of student organizations so that the service and social "types" of activity do not crowd out those things which involve more student responsibility and therefore more student challenge.

The degree of participation in the various pupil activities is low. Perhaps one of the biggest challenges uncovered by the Special Report centers around the problem of involving more high school youth in active participation. This not only poses an administrative problem, but it has a direct relationship to the area of guidance services, since the assumption that those who do participate are less in need of experience of participation than those who do not is one that can be made with very little risk.

In reflecting upon the report as a whole the writers are inclined to believe that the picture is a bit too optimistic. That might be due in part to the nature of the report which perhaps stressed "structure" more than "function" and obviously it is very difficult to be accurate and objective about "function." However, if the 1950-51 North Central Special Report makes no other contribution it should stimulate interest and study in the very important educational area of pupil activities.

"Prospectus — Purpose — Policy" should be formulated and considered carefully and continuously to assure interest and success in school publications.

The "3 P's" of School Publications

WILBUR BROWN is not likely to volunteer for any more assignments in the near future. Not after what happened to him yesterday. He had volunteered to wash the boards in Miss Treadwell's room and had gone for a basin of water for the purpose. On his way back, with the basin full, he tripped and the basin landed upside-down on his head. Haw! Haw! Johnny, better luck next time."

The above is probably not the worst example I could have found of a typical news-story in a school paper—as a matter of fact, it's pretty good. But in the issue from which this excerpt was taken, fully ninety percent of the material was in the same vein. Nor is this case a typical one. McKown, in his "Extra-Curricular Activities," says ". . . many school administrators frown on school publications because they have degenerated into sheets of nonsense."

McKown's administrators may not realize it, but they are up against a common and serious fault of our school publications: lack of perspective—a tendency to drift with the tide, irrespective of what that tide may be. Fretwell hits the nail on the head when he says "We are confronted with the necessity of developing a constructive policy for the guidance of school publications."

Where shall we find this constructive policy? In a curriculum that stresses school publications? In better equipment and facilities? In better student-faculty relationship? In community "support?" I am afraid no one of these, nor combinations of any of these—or of other worthy trends—is the answer.

In my opinion—based on experience with trade, school, and regular daily newspaper—the solution lies in our approach to the subject, in our perspective. Without this approach, it is my feeling, no school publication—no matter how well-equipped and well-intended—can succeed fully.

Along this line, I have drawn up what I call the "3 P's" of publishing—three yardsticks that should be applied *before* a publication is

MILTON TARLOW

launched and constantly re-applied *during* its publication. These "3 P's" stand for:

1. Prospectus—for determining what we have to work with.
2. Purpose—for determining what we want to do.
3. Policy—for determining how we want to do it.

Under the first P, Prospectus, the following factors should be considered and evaluated: the size of the school; the school curriculum; the faculty attitude; the student attitude; the potential staff; the funds and equipment available. Each of these factors can be important in not only one, but several ways.

Size of the school, for instance, will indicate how much news can be expected—the more people, the more news, logically. Size will also indicate potential readership—and, again logically, potential financial support (if, under the third P, Policy, it is later decided to charge a certain amount for each copy.) Size will also indicate another potential source of revenue (if, again under the third P, it is decided to handle advertising.) Size, finally, will go a long way to determining the mechanical quality of the publication (although it need not be the final determinant on this.)

A consideration of the school curriculum, in its turn, will lead to important evaluations. An old-line curriculum, for instance, with comparatively little or no school-time allotment for so-called extra-curricular activities, would be an important factor—if not actually a major stumbling-block—in the life of the school publication, and plans will have to be drawn for getting around it, or at worst, working with it. A modern core-curriculum, on the other hand, can provide almost unlimited opportunity; here the danger will lie in not taking sufficient advantage of the opportunity.

Faculty attitude can very easily "break" a paper (though it won't necessarily "make" it).

School Activities

Support and encouragement and understanding from school board, principal, and teachers can be extremely helpful, and should be considered before and during publication. Such consideration, I hasten to add, should not, of course, extend to the point of censorship that completely negates student expression.

A consideration of availability of funds and equipment is perhaps one of the most practical points in the Prospectus. Does the school have its own print shop? Should this shop be used, or should the publication be jobbed out professionally? Is there a mimeograph machine? How much money will the school board allot for paper, ink, etc? (a factor that may determine one of the points under our third P, Policy—frequency type of publication.)

Finally, and probably most important—since this is to be a student activity—comes a consideration of student attitude towards a school publication. From this student body will come the staff—and, more important, the readers. An intense examination must be made here to determine the level of the student body—its readiness to support a publication, the type of publication it would like (based on its interests and orientation), and what such a publication should be expected to do for them in the way of school spirit, etc. As for the staff, this factor should not be handled in a way where Miss Jones says, "I have a boy who's very good at limericks," or "I have a boy whose father works on the local paper." On the contrary, the attitude towards staff should be one that will encourage major student participation—not on the basis of individual talents, but based rather on the students' ability to work with the purpose and policy of the paper.

Turning now to our second P, Purpose, we run up against probably the greatest single area of confusion and lack of direction in our school publications. Too often the Purpose of the paper is dismissed with, "Purpose? . . . Why, the purpose of *any* newspaper is to put out the news . . ." (in an "Anybody knows that" tone.)

But the purpose of a newspaper is not merely to put out the news. The purpose of a newspaper is three-fold: to present news, service, and entertainment (not necessarily in that order, and not necessarily with equal weight). These three elements of newspaper-purpose are not my idea; they are the facts-of-life for any publication.

What is my idea is this: that it is alarming how school publications have neglected these basic facts, and continue to neglect them.

As for the actual implementation of the three elements: I have at hand as I write this, a copy of this morning's New York TIMES. The TIMES ratio of news, service, and entertainment is, I estimate, 45, 50, and 5%, respectively. This evening's WORLD-TELEGRAM, on the other hand, has a 40, 40, 20 ratio, I should estimate.

(I should mention at this point that under service I include advertisements, ship news, church news, radio listings, and general announcements; under entertainment I include comics, humorous features, cross-word puzzles, poems, etc. News, of course, I categorize as the straight happenings of the day).

The point I am getting at is this: The TIMES' ratio, and that of the WORLD-TELEGRAM, and that of any newspaper, are no accidents. Tomorrow the ratio may vary by one or two percentage-points one way or the other, but the approximate figure remains—for that is each newspaper's purpose—to present a certain amount of news, a certain amount of service, and a certain amount of entertainment each day.

School publications should do the same for themselves. I do not wish to propound here what I would consider a good news-service-entertainment ratio for a school paper. Schools must, themselves, make such a determination, depending on their own local situations. But some determination must be made—and stuck to. This can be done in an overall way—as do our daily newspapers—so that every issue will have approximately the same ratio; or it can be determined separately for each issue—so that this week's copy, for instance, may feature 75% news, with only a smattering of service and entertainment, while next week we may have a 60% play on service articles, and the remainder news and entertainment. But in each case this overall decision must be clearly made and known in advance of publication.

(By service, as used in connection with school publications, I mean not only advertisements in the usual newspaper sense, but in a broader sense to include, for instance, articles on enrollment requirements for various colleges, articles on vocational selection, special articles based on research in science or history which can be of

assistance to students in their own classwork, "Tips on Trips," etc. Also messages from the librarian, for example, on new groupings of books, and how to use them, etc.)

Finally, a full consideration of Purpose will, in my opinion, eliminate much of the indecisiveness from both the work on and the finished product of the school publication. Clarity of purpose can go a long way for example toward removing such things as "front-page dependency" (where the staff thinks only of what to put on page 1, for fear, of course, that no one will read pages 2, 3, and 4).

Turning now to the third P, Policy, we will find that our decisions here—while important—will be difficult only in proportion to how well we have solved the questions propounded under the first two P's.

If we have clearly formulated the students' role in the publication activity, and likewise the teachers' role, then the question of control should not be too difficult (especially if the entire consideration, from the beginning, has been a joint student-faculty enterprise). Similarly, consideration of the students and their makeup will help to determine the level at which the paper should be written, and what types of articles to publish. Technical problems—such as whether to print, offset, or mimeograph; whether to use cuts and cartoons; whether to publish weekly, bi-weekly, or monthly; etc.—almost solve themselves when the problems inherent in prospectus and purpose are answered.

The "3 P's," in brief, can, if properly applied, replace the "3 I's"—Indecision, Incoherence, and Ineptitude.

A few further words on how overall attention to the "3 P's" works out in actual practice: I do not believe there can be any one broad definition of "what is news"—hence I have not attempted such a definition. I believe each paper should have its own definition; that, no paper can fail to have.

(A recent example among our daily newspapers throughout the country will serve as an illustration: Don Hollenbeck, of the radio program, "CBS Views the News," has called attention to what he deems a flagrant disservice in the case of a recent story about the state of Mississippi's newly constituted "secret police"—a story which practically every paper in the country

failed to print. Although I agree with Mr. Hollenbeck, this is not the point I wish to make. In my opinion this incident is an illustration of my contention that "the newspaper makes the news"—not the other way around. Regardless of whether the papers were wrong or right, the fact remains they knew what they were doing—and they did it.)

How does this thesis work out in the field of school publications? Let us take an example, not an infrequent one, of the overzealous principal who recognizes in the school publication an organ for the dissemination of his own ideas on practically every topic. It will take only about three or four consecutive issues, in which the principal's "messages" are front-paged, to kill the paper's readability forevermore.

But such a thing could never happen on a school paper that had gone thoroughly into the question of the "3 P's" before starting publication. Such preliminary consideration would have defined clearly the roles of students and faculty on the paper (and under an ideal set-up would have allocated to the students the power to make final decisions on material to go into the paper.)

This is not to indicate that I feel the faculty should stay away from the school paper. On the contrary, I believe the teachers and principal and school board should hold themselves available for any calls the students wish to make on them—if the students wish to.

I recall in this connection a teacher on the faculty of the High School which I attended (Port Chester, N.Y.). This teacher taught commercial subjects, was rather well-advanced in age, and was beloved by students and faculty alike. (His birthday, for example, was annually observed by the students wearing wing-collars which he always affected—while the girls wore a ribbon in their hair, the color of the ties he always wore.) There was never an issue of the school paper, or the school magazine, or the school annual, which did not contain either a reference to him or a guest article by him—items, incidentally, that were always read—and always worth reading. Yet any article he ever wrote was always in response to student request.

Here, I feel, is an example of the perspective that our school publications must gain if they are to meet Fretwell's call for a "constructive policy."

Novel ideas are instituted when students organize huge carnival to raise money to help needy groups sponsored by "Campus Chest" funds.

Campus Carnival for Charity

"STEP RIGHT UP HERE, young man, and take your girl friend for a thrilling ride on our fabulous ferris wheel." The Barker's husky voice sounded persistent in his effort to attract customers to his ride.

From across the way, came the not-so-gentle voice of a young coed, "This is the place to come, fellows, for the closest shave in town." And from another corner came the call, "What do you say, let's all go for a romantic hay ride around our lovely Syracuse campus."

These and similar voices could be heard echoing across campus on carnival day at Syracuse University. Eager students could everywhere be seen before their tents and stands using various schemes to attract the attention of the passers-by.

This carnival was one of the biggest and most elaborate all-university social event of the year. Its method was to provide fun for 10,000 students, but its purpose was to provide dollars for the campus' most worthy charities.

These charities are all centered in one main body which is known as Campus Chest. Although it is a relatively young organization, celebrating its twelfth birthday this year, it has had a prosperous existence.

The eight individual charities comprising Campus Chest merged in 1939 to form one powerful, well-knit group. With the combined efforts of each it could work much more efficiently and effectively in its money-raising campaign. Thus, instead of making several small donations during the school year, the student is now called upon to make a singular all-encompassing contribution to Campus Chest. "Give once and for all" has become its slogan.

Last April, some enterprising committee members felt the need of a new and different means of raising funds. They were not content to depend upon the usual soliciting campaign, but sought a novel means which would attract the students and impress upon them the worthiness of the organization.

It was while searching for this new stunt

RAMONA BECHTOS
Syracuse University
Syracuse, New York

that they came upon the idea of having a huge student-supported carnival with all profits going to Campus Chest. Soon the wheels were set turning as the idea began to materialize. Committees were established, and all the campus living centers and organizations were asked to cooperate by active participation in the affair.

The site chosen for the carnival was the most natural one, the Old Oval, which is the heart of the campus, around which is centered all activity. Each participating group was assigned a spot along the paths of the oval on which to set up its booth. The members of the groups set to work enthusiastically to make their individual booths clever and attractive.

Early in the morning of the carnival, busy students could be seen around the paths of the oval hammering boards together, putting up tents, and making crepe paper decorations. There seemed to be an all-encompassing group spirit that made this task an enjoyable one for all the workers.

The opening of the carnival attracted throngs of curious students, faculty members, and parents to its site. In fact, the event proved so successful that it was again held this year and may very probably become one of our school's strongest and best-loved traditions. It was held in the



Prize-winning ferris wheel netted approximately \$140.



Students go for hay ride around campus.

fall this year and was again a huge success, netting more than \$750 for the worthy organization.

Three members of the administration were chosen as judges to select a few of the most outstanding booths as the recipients of prizes. This idea was an innovation last fall to serve as a further incentive to the participating students.

Several cases of two or three groups combining their efforts for more spectacular productions were evident. Three groups pooled their funds and rented a ferris wheel, which proved to be the greatest attention-getting device at the carnival. These groups were the recipients of a cup for the most successful enterprise, which netted approximately \$140 for Campus Chest.

Two other groups got together to rent a hay wagon, and many fun-loving students enjoyed the novelty of a hay ride around the campus.

Some enterprising young damsels came forth with the constructive idea of washing cars, each for a fifty-cent donation to Campus Chest. The girls had their booth at the carnival to attract customers but they did the actual car-washing in their own backyard. "We wash anything on wheels," they boldly exclaimed.

Another house of business-minded girls set up a booth which they appropriately called the "Clip Joint." They took on the role of barbers, servicing their many customers with haircuts, shaves, manicures, and shoe-shines.

One of the highlights of the day was the race for the greased pig. A group of boys sold tickets to the many campus organizations, which were each allowed to have one representative in the race. At an appointed time, the squealing

pig was released in the midway and the anxious representatives went scurrying after it, each one intent on "bringing home the bacon."

In one of the most unusual stunts of the day numbered leaflets were dropped over the carnival from an airplane. Students were at first mystified by the white missiles which came toppling down upon them. After they read them, however, they realized it was another clever scheme to raise funds. Twenty numbers were chosen and the lucky holders of these numbers received free plane rides.

Many other attractions were set up at this huge affair. Individuals desiring musical entertainment were drawn to a large tent where they were entertained by some aspiring young crooners singing some of the hit tunes of the day. A small orchestra beat out some lively rhythms for a very appreciative audience. Also, a block dance was held in one corner of the carnival where regular round dances were alternated with some peppy country square dances.

"Get your red hots here," was the luring cry from the concession stand attendants, who were kept constantly busy selling hot dogs, soft drinks, ice cream, pop corn, and candy to the hungry customers. A few groups sold home-made fudge and cookies, donating, as did the other organizations, all the money received to Campus Chest.

When evening brought the day's activities to a close, students could everywhere be seen taking down their booths. Within a short time all traces of tents, posters, and other decorations were removed, and the Old Oval resumed its natural appearance.

In addition to the large profits made for the many worthwhile campus charities benefited



A customer gets a close shave.

by Campus Chest, there were the individual benefits of each participating student. An undertaking such as this teaches a student cooperation and responsibility. The construction of the booths gives many students an opportunity to use their skills and show their originality.

Perhaps your school could incorporate this idea as a fund-raising enterprise for some worthwhile charity. A student-run project such as this seems an ideal means of strengthening the bonds of school spirit and of providing good, wholesome fun for the students.

Successful home rooms, clubs, and activities, student meetings, guidance, and assembly programs create a need for an activity period.

Need An Activity Period?

EACH SCHOOL must decide for itself whether or not to make use of an activity period. In his study of 10,925 high schools in the United States, Tompkins found that the use of the activity period is related to the size of the school.¹ The larger the high school the less likely it was to make use of an activity period. He found that approximately two-thirds of the high schools reported they had an activity period. It was used in 40 per cent of the schools with an enrollment of 1,000 or more.

The present writer examined the daily class schedules of thirty-one North Central High Schools in Wyoming. Eleven of these schedules indicated there was provision for a daily activity period. Of these eleven schools, nine placed this period at the end of the school day.

Mogill² found in his study of 613 schools that the homeroom met daily, in the morning, and for an average of 24 minutes. Edmonson, Roemer, and Bacon³ state that "concensus of opinion and practice seem to favor a period somewhere between 30 and 40 minutes in length." They further state that the short check period of from five to fifteen minutes at the opening of the school day used in many schools should not be confused with nor substituted for the regular homeroom period dedicated fundamentally to guidance. There is general agreement among most authorities with these specifications for activity periods and homerooms.

¹ Ellsworth Tompkins, *The Activity Period in Public High Schools*. Office of Education Bulletin 1951, No. 19, Government Printing Office, Washington, D.C., p. 13.

² R. G. Mogill, "Educational Values of the Homeroom," *Bulletin of the National Association of Secondary School Principals*, 35:145, May, 1951.

³ J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, *The Administration of the Modern Secondary School*. New York: The Macmillan Company, 1948, p. 255.

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Guidance is one important function of the homeroom. Mogill⁴ states that the homeroom has two important functions, "guidance and efficient execution of administrative routine."

It is evident that some school administrators feel that the guidance function can best be cared for by the employment of a guidance director or counselor. This is possible in very small high schools. He can assemble most of the test data and other information needed, but usually will need the help of the entire school staff if guidance is to be complete, successful, and satisfying.

Departmentalization in secondary schools places emphasis on subject matter. For this reason, teachers often lose sight of the individual pupil. They seem to forget that growth must take place from where one is. Quite frequently they teach as though they believe that growth takes place from where one ought to be even though he is not yet there.

Secondary teachers need to recognize they are teachers of children. They need to understand the whole child and why he acts as he does. To do this it is necessary to know all about the child, his home life, his physical and emotional problems and his religious values. The homeroom was introduced to overcome some of these weaknesses of secondary education. But a homeroom must have a time and a place to meet. The regularly scheduled activity period makes provision for homeroom activities.

There are other good reasons for planning a daily activity period. It is rather well accepted

⁴ Mogill, *loc. cit.*

that the school assembly should be scheduled during the regular school day. Braun⁵ lists four good reasons that schools should plan school assemblies. They are as follows: (1) To create an "all school" feeling, or a "oneness" within a class or the entire student body; (2) To bring in outside talent not obtainable locally; (3) To give pupils experience in planning, practicing, and executing a program; and (4) To make use of expensive auditoriums and equipment. The activity period makes possible regularly scheduled assembly programs without creating interference with regular academic classes.

The present writer recently visited a school which had no regularly scheduled activity period. This school had held over thirty assemblies in one year. The daily schedule provided for six one-hour periods. Each time an assembly program was held one period of academic classes was omitted for that day in order to provide time for the assembly. This meant that more than an entire week of academic classes was given over for assemblies during the year. Is this academic efficiency?

There should be time during the school day for class meetings, club meetings, and student council work. If these meetings are scheduled before or after school, attendance will be poor and irregular.

In another school with which the writer is familiar, clubs and classes attempt to hold their meetings after school. Attendance rarely exceeds 50 per cent of the membership. The student council seldom meets. Is this the way to teach responsibility for democratic living?

Tompkins⁶ gives the following example of a weekly activity schedule:

Monday—Group guidance.

Tuesday—Club activities.

Wednesday—Homeroom discussion and activities.

Thursday—Club activities.

Friday—Assembly program.

The weekly plan for an activity period will vary with local conditions and needs. It should be planned carefully to be of greatest value.

Should a school decide an activity period is needed, time for it can be provided in the daily schedule. In a morning session of three hours,

⁵ Catherine H. Braun, "The School Assembly," *School Activities*, 23:181, February, 1952.

⁶ Ellsworth Tompkins, *The Activity Period in Public High Schools*. Office of Education Bulletin 1951, No. 19, Government Printing Office, Washington, D.C., p. 2.

it is possible to schedule one activity period of thirty minutes, two academic periods of forty minutes each, and one academic period of fifty-five minutes with an allowance of five minutes between classes. The total time used above would be 180 minutes, the same as for three one-hour periods.

Laboratory subjects should be scheduled during the longer periods in order to meet accrediting standards. There would be four of these longer periods in the foregoing schedule, one in the morning and three in the afternoon. Non-laboratory subjects can be placed in the shorter periods of forty minutes. Some schools might find this type of a schedule adapted to their needs.

To summarize, the one-room rural school had something that strict departmentalization does not provide—the understanding of the child. Secondary schools need to give attention to the whole child and recognize that growth starts from where a person now is. The entire staff of a school should work at guidance if the program is to be completely successful, and satisfying.

The activity period is one place where home-rooms, class meetings, club meetings, and assemblies can be scheduled in a businesslike way. The activity period should be daily, in the morning, and from thirty to forty minutes in length. Adequate time for the activity period can be provided in the regular class schedule of nearly any school.

Working Students Find a Way

How to work by day, go to school at night and still have a social life is a problem which has been successfully solved by some 50 vivacious co-eds in the Evening Session of the City College School of Business, New York. And what's more they've solved it in such a way as to combine community service with their social activities.

The young ladies, who are studying to advance themselves in advertising, retailing, management, and other fields, are members of House Plan, an organization founded 17 years ago by alumni of the college to provide greater extracurricular opportunities for the students. The students are divided into "houses," named after distinguished alumni and faculty members, which plan and hold dances, teas, bull sessions, and charity drives.

The students have been working on various other programs, also.

Various youth organizations can do a great deal in increasing world understanding and stressing fellowship among people of other lands.

U. N. Youth Develop Global Consciousness

THE PURPOSE of this article is to present goals and accomplishments of the United Nations Youth at the Forest Park High School, Baltimore. Special emphasis is placed on the club's efforts to help its one hundred thirty members become aware of certain fundamental forces binding the whole world together.

Included among the aims of the UNY are these: "To be well informed and useful citizens of a country which is a member of the United Nations; to develop a spirit of cooperation and understanding of the young people in other countries; and to give those young people in other countries who need it all the aid" in their power.

All members are affiliated with the United Nations Youth of Maryland. Sanford Mervis, the versatile president of the Forest Park UNY, has the distinction of being the president of the United Nations of Maryland.

Among the first accomplishments of the club is the drafting of a constitution. According to this constitution, the four top-ranking officers—president, vice-president, secretary, and treasurer—are elected by members of the UNY. Elections take place at the first May and January meetings. Immediately after election, the four officers meet and plan work for the coming semester. Excepting these officers, all other members of the club are free to choose committees upon which they like to serve. This they do by placing their signatures on papers bearing the names of various committees—membership, show case, program, scrap book, social, and publicity.

To motivate the club's activities on a high level of accomplishment, the point system permits members to earn the school letter. Two hundred points and a year's membership are necessary to win this award. The following accreditation plan shows how the points are secured:

I. Points for attendance

- A. 50 points per half year.
- B. 10 points bonus for perfect attendance.

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II. Points for officers

- A. President . . . 15 points.
- B. Vice-president . . . 12 points.
- C. Other officers . . . 10 points.

III. Points for committeemen.

- A. Chairman . . . 7 points.
- B. Members . . . 5 points.

IV. Points for program participation

- A. Regular bi-weekly programs . . . 5 points.
- B. Speaking part in UNY assembly . . . 15 points.

All in all, the bi-weekly programs stress social and economic themes that face the world at present. The programs employ panels, round tables, free discussion, and debates for such topics as these: What is the Relation of Land to the Problems of Asia, Life in Holland (for this meeting the social committee serves refreshments in the Dutch colors and in accord with the etiquette of the Netherlands), The Far East, and Need for Local Councils on World Affairs.

Just what the reactions of pupils are to these presentations is revealed by a few sentences from a girl's composition where she tells what a program means to her. She writes as follows:

"I have come to realize how very little I know about other countries. Realizing this, I believe I could understand peoples of the world better if I knew more about them. If I learn about other people, I shall come to see eye to eye with them. I shall be a finer citizen. I may be showing teenage idealism, but I feel that I should so live as to bring about a liberation of underprivileged people who submit to a rule of terror, fear, and deprivation because they have never known any other way of life. I should like to dedicate my life to those principles that gave my country her birth of freedom, equality, and justice."

Not only do Foresters take part in the regular club meetings but they sponsor assembly programs in the Forest Park High School and in other schools both in Baltimore and out in the

county schools. Judged by the congratulatory remarks made about these assemblies, they must be pleasing to the audiences.

For each of the UNY assemblies a speaker, having firsthand information about another country or a musician, is the central attraction around which songs, dances, appropriate Bible readings, flag saluting, and material relevant to the United Nations Organization are grouped.



Preparing a show case exhibit at the Forest Park High School

Illustrative of one such musician who performed at a school assembly is Rosemary Janet Utting, a teenager from Surrey, England. This Britisher was brought to America under sponsorship of the American Association for the United Nations, the Paul Whiteman Organization, and the KLM Royal Dutch Airlines. Miss Utting began her violin studies at the age of four and at the age of fifteen years led a symphony orchestra and sang the role of Dido in Purcell's "Dido and Aeneas." For her Forest Park performance she gave works of Beethoven and Sammartini. She was accompanied by a Peabody Conservatory student, Nathalie Macks. All who heard her play the violin felt she did much to promote international friendship through music.

Another activity that interests Foresters is the Annual United Nations Student Contest of the American Association for the United Nations. Prior to the written examination, the pupils qualify themselves by studying periodicals and current issues of the United Nations. They concentrate attention on the six principal organs of the United Nations, the purpose and membership of each organ, and the human rights' efforts

along with the social and economic and political accomplishments of the agencies of the UNO.

Appealing to all at Forest Park are the show-case exhibits of the UNY, for they portray work done by the UNO. Hence, these displays include maps and globe arrangements to portray peoples, customs, currency, languages, and laws of different nations. To give color and variety to the show cases, the show-case committee assembles pictures, posters, books, and stamps to exemplify life in other lands. One show case deserves mention for it presented contributions to contemporary civilization by showing handdrawn pictures and models of cathedrals, memorial bridges, arches, shrines, and doorways.

Very significant to the Forest Park UNY is the extensive international correspondence which it carries on with pupils in schools outside of the United States. An example of such letter writing and its values to international awareness is revealed by the few sentences taken from a letter written by Benny Buenvista from the Philippines. He says the following:

"I am presently studying at the Ilocos Sur High School which is located two miles from my home. The school is the largest public high school in the province with an enrollment of more than 2000 students. I am in the senior year, and my subjects are English, physics, Philippine history, and economics. I have always tried to obtain high scholastic ratings, and thus far I have been fairly successful."

Foresters certainly do appreciate magazines, school papers, and the beautiful hand-engrossed vellum document that they have received as a supplement to the many letters coming from far and wide. What's more, the UNY has been most generous in reciprocating. If anything can contribute to the development of a spirit of cooperation and understanding among teenagers all around the world, such kindness and consideration will surely do much to further such qualities.

For two Christmases in succession the UNY supervised the sending of packages to a school in Devon, England. These packages contained colored paper, crayons, pencils, blotters, calendars, correspondence paper, Christmas decorations, chocolate bars, chocolate syrup, tea, and sugar. A portion of a letter of thanks shows

how the British feel about these friendship tokens. It states:

"We are writing on behalf of the students of The Teignmouth Grammar School, in order to thank you for the kind gift of parcels received by us a few days ago. We feel that such generous gestures do more to foster Trans-Atlantic Friendship than any number of Anglo-American Treaties and Conferences."

Since all letters from abroad keep asking about how Americans play, work, and seek Divine Guidance, the UNY decided to meet this need by promoting a school-wide activity to send books to England dealing with contemporary American life. Every class and club in the school helped make this project a success. To secure the best available bibliography of books on present-day life in this country, the faculty sponsor for the UNY contacted Mrs. Margaret Edwards at the Enoch Pratt Free Library who set her staff to work and provided an excellent list of books. These acted as a guide in selecting books to send to England. About one hundred fifty books were sent to The Teignmouth Grammar School.

Just think of a school library in England

containing one hundred fifty books like those which were sent. If libraries in every school in every country in the world could keep in circulation as many books on the contemporary life of every other country in the world today, and if the boys and girls read these books, they would feel friendly and well-disposed to all mankind on this globe. Books certainly make friends. The acquisition of such wisdom as that found between the covers of books makes people free, indeed. Wars and rumors of war would cease.

Summarily, the UNY of the Forest Park High School feels they have traveled far along the road leading to the realization of their aims: informed and useful citizens, cooperation and understanding, and aid to those who need. However, the future beckons for the club to increase its membership to the point where one hundred percent of the Foresters will be members. The faculty adviser certainly enjoys the good times that she has with the club members. She looks forward to an all-day institute on the United Nations and to a trip to the New York headquarters of the United Nations Organization.

Many desirable features—exercise, sport creativity, entertainment, and co-operation of individuals and departments are incorporated in this activity.

Synchronized Swimming As An Extra-Class Activity

WHILE THE MAJORITY of school systems have an abundance of the activity clubs which appeal to small groups of students having specific interests and abilities, there is a need for activities which will offer satisfying participation to a large segment of the student body, and to the faculty and the community as well. One such activity is a program of *synchronized swimming*, which can be developed in such a way that it will provide an activity having appeal for all ages, all levels of skill, and can incorporate the various other departments of the school in the productions, thus creating a wider variety of interests. Traditionally, the stress in swimming has been upon the development of the competitive or speed swimmer, while the average or mediocre swimmer has been neglected in aquatic activity. Through synchro-

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nized swimming, the interest and skill of the average swimmer can be developed.

What is synchronized swimming? It is a group activity in which the movements of each individual swimmer are in rhythm both to the musical accompaniment and to the movements of the other swimmers. Sometimes referred to as water ballet, it has been popular in Germany, England, and Canada, where the emphasis has been on floating formations. The American contribution has been the addition of stunts and the development of more specialized skills on and below the surface of the water. Synchronized swimming will develop one's swimming skill, en-

durance, and confidence in the water. It offers the advantages of dancing, music, and sports activity, with emphasis on ease, rhythm, and harmony of body motion, rather than on speed.

The water pageant or show, which is the outgrowth of synchronized swimming, is an excellent means for the swimming group, club, or team, to gain school and public support and to raise funds, at the same time satisfying the desire of the group to demonstrate the skills developed. Through the water pageant, interest in swimming will be stimulated, both in the participant and in the spectator. It offers an opportunity for a student to enter an activity in which individual performance is coupled with learning to work in group harmony. It provides an outlet for the self-directed, creative talents of the students themselves. Perhaps more important to the entire school is the fact that the water pageant is a means through which the related work of the departments of drama, music, art, home economics, history, and physical education may be coordinated into one production of interest to all groups.

The water pageant is of particular value in schools and camps where there is a wide variation in student ages, for the various age groups all can be used in a production. Before planning a pageant, it is well to take an inventory of the talent that is available—many advisers and directors have had success in using even non-swimmers in shallow water formations.

In the development of a water pageant, the entire action should be held together by a theme or plot. The selection of this theme should be made by the students themselves, with the advice of the swimming instructor. It is essential, too, that the students who will participate have a voice in formulating the sequence of movements and stunts.

Of primary importance to the water pageant, as it is to any musical production, is the musical accompaniment. The selections should set the rhythm of the swimming and create the mood of the story. Most experts in the field advise that the stunts and progressions be determined before the music is selected. Although any type of music can be used, the most effective and easily adapted tempos are the waltz and the march; others can be used by more advanced swimmers.

The phonograph record is the best means of accompaniment, because its tempo never changes and can be used at any time and under any con-

ditions. The available variety also is a strong point in favor of the record. Orchestras can be employed, but present a problem in coordinating practice sessions. Many directors have found the tomtom to be a useful instrument in supplying rhythm, and especially valuable for the less skilled groups. The length of the average record, approximately three minutes, is ideal for swimming routines, for the endurance of the swimmer is not limitless, and it has been found that this time is good for the average routine.

Another important, yet simple aspect of the water pageant is the costuming. The students themselves can plan and create light-weight decorations for their swimsuits, adding to the desired atmosphere thereby. Wristbands, caps, and ankle bands can be made in such a way as to add uniformity and beauty; flowers are effective for these bands.

In the night water pageant, there is scope for new ideas and interesting effects which can be provided through effective lighting. With the aid of a good lighting system, beauty, color, and fluidity can be added to the pageant, subduing or avoiding completely the sometimes awkward entrance and exit moments of each routine. Most schools have stage lighting equipment which can be used at the pool. Inexpensive floodlights are available, and can be fitted with colored plates. An innovation is the use of black light, which makes for a very impressive night production.

In presenting the water pageant, the position of the spectator must be carefully considered. If the spectators will be at a level above the pool, one may use floating formations. If their positions will be at pool level, stunts and underwater swimming are practicable. When the visibility of the water is questionable, routines involving much underwater work should be avoided.

Synchronized swimming is an area of activity which has not yet been developed to its full. The advantages of this fairly new field of activity are numerous: it allows for creativity on the part of students; it enlists the cooperation of various departments in the school; the patterns for the development of the water pageant are numerous and much flexibility can be utilized; interest in swimming can be developed through this means, and as a consequence, the level of swimming ability in the school can be raised. Perhaps equally important is the fact that people like to watch pageants, so that there is a strong appeal both to the participant and to the spectator.

A fair, sponsored by department of science, in cooperation with other departments, creates much interest and really promotes public relations.

People Like Gadgets

LAST YEAR we launched our first Science Fair. It brought parents, curious spectators, and interested outsiders into our school as nothing had ever done before. We were so pleased that we decided to make it an annual event. Its origin, however, lay in an idea, which at the time, never suggested its enormous possibilities or the nature of the service it was to render our school. Our Second Annual Fair was an even greater success.

For several years we have been handicapped by the lack of a gymnasium or an auditorium. We cannot assemble our student body, nor can we accommodate a large number of people in any one room. The P. A. System is our only means of bringing together the 750 students of our school. It has been difficult to prepare any kind of program for Patrons' Day other than holding regular classes, and in this section Patrons' Day as such, has little savor for most parents. We little dreamed how all this was to fit into the pattern of our Science Fair.

We, at North Union High School in Fayette County, Pennsylvania, are located in an area possessing various industries and vast natural resources, especially coal, gas, and lumber. (It has been said of this section that we all mine coal, for when the miner is on strike or is unemployed, we all feel the effects. Taxes aren't paid, business is bad, many are laid off, and the entire area suffers. It's a happy day when the mines are working.) It was with this in mind and the desire to make our classroom experiences meaningful and worthwhile that Mr. William J. Means, our principal, called a meeting of the teachers of the Science Department. Discussion centered around making the science curriculum a more functional one with activities related to the area in which we live and to those areas of living, as well, that can be included in the science program. He suggested that as problems arose from discussions and explanations, the student be urged to 'try to work it out'—illustrate, demonstrate, create, or re-create in model form; and herein lay the germ for the idea that resulted in the Science Fair. Why not let others see the results? It was necessary, then, to

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make plans for the displaying and the viewing of these materials.

The responsibilities assumed by the teachers of science, biology, physics, chemistry, and aeronautics included: (1) classifying, arranging, and labeling all the projects; (2) giving publicity to the fair both in the school and in the surrounding area; (3) writing and sending invitations; (4) selecting student guides and hostesses; and (5) the selecting of judges and the awarding of prizes. Of great importance and probably presenting the greatest difficulty in the preparation of such an affair is the task of arranging the displays according to their various classifications—transportation, conservation, recreation, etc. To display this material the chemistry and biology classrooms were used. In addition to giving publicity to the affair through the press, the department in charge held a poster contest advertising the event. These posters were then distributed among the various stores in the business section of town and placed in the windows. To provide money for prizes the chemistry class made and sold popcorn. The biology classes filled a jar with beans, placed it in a case in the lobby, and sold chances on guesses of how many beans were in the jar.

Soon students were busy at work on all kinds of projects. All sorts of gadgets, models, and illustrations made their appearance within our walls. The chemistry students contributed a reproduction of a Babcock milk tester, an analytical scale, hand lotions, face creams, and an illustration showing the process and materials used in the making of dentures.

A model resembling a ferris wheel turned out to be a unique parking device made by a pupil in the physics class. Prize winning objects in this class included: a loom, radio phonograph,

electromagnet, and an electric chair. The science classes contributed a derrick, a well drill, a telegraph set, and a sun dial.

The viscera of a frog made of cloth and mounted on a colorful background, together with charts showing the digestive system of man and the manner in which the heart functions, adorned the walls in the biology classroom. Drawing many to a special corner in the room was a series of small airplanes demonstrating a plane take-off. These contributions ran the gamut of student-made objects. Some were excellent pieces of work; others, of course, were not.

During the week of the Science Fair other schools visited during regular school hours, and, only one evening was set aside for parents and anyone who wished to see it. As an inducement to attract as many as possible the Home Economics Department served refreshments—cookies, tea, and coffee. Students acted as hostesses and were assisted by those teachers who were not occupied elsewhere. They greeted the guests and found it was easy to get acquainted with patrons over a cup of tea or coffee. This kind of affair placed an entirely different aspect on the visitation of the parent to the school. Patrons' Day had been absorbed by the Science Fair.

But that was only the beginning. This year three other departments participated—the Commercial, Language Arts, and Speech; and it will continue to grow, for eventually other departments will be represented. The Commercial Department displayed attractive pictures and designs which were entirely constructed on the typewriter. Legal forms, rough drafts, invoices, data sheets, and business letters decorated the walls and the bulletin boards in the rooms. Letters which were taken from shorthand dictation were displayed by the Transcription and the Shorthand I classes. Shorthand notes were also shown in bulletin and notebook folders.

The patrons were able to view the modern office machines which included the mimeograph, the ditto machines, the Monroe calculating machines, and the mimeoscope. Office Practice notebooks were on display in the Office Practice room. Some of the main topics were: banking, telephoning, filing, office equipment, and correct dress.

In the Language Arts Department the Latin classes constructed models of Roman buildings,

the Appian Way, a Roman fortress, and maps of the Roman Empire; the Lord's Prayer was carved in wooden letters, painted gold and mounted upon a white background, creating an impressive plaque. To add life to an ancient language, some of the students dressed as a Roman family and sat at a typical Roman feast.

France was well represented by the French Department with a model of the chateau, photographs and drawings of French life, historical spots and points of public interest. The French flag occupied the center of the collection.

A little of Spain and Mexico entered the picture with the help of the Spanish students. Costumes showing Spanish styles, a model of a Spanish home, a pinata filled with candy and fruit, illustrating the Spanish custom of observing celebrations, and maps and posters advertising a bull fight in Mexico were on display; all of these, and more, were created and developed by boys and girls whose enthusiasm grew with their projects.

The Speech instructor helped his students organize and develop a series of three shows to be held on visitors' night. These shows consisted of extemporaneous speeches on various timely subjects and memorizations of accepted masterpieces. Approximately one hundred people jammed the room for each of the performances attesting to the success of the Speech Department's endeavors.

On the evening that it was open to the public, approximately 1200 visitors attended our Second Annual Science Fair. Nothing like this had ever been attempted before, and nearly everyone was pleased with what he found. Many who otherwise would have never bothered to visit the school came and expressed their pleasure for having done so. No Patrons' Day observance would have aroused so much curiosity, or stimulated so much interest and enthusiasm as this did; nor, would it have done as much to promote a relationship between the home and the school or to create the feeling of good will that resulted. We feel that our patrons will take more pride in their school and that we can enlist their support and cooperation more readily as it is needed. Too, relationships with the public in general were developed and improved, for an affair of this kind entails contacting people who are engaged in various professions and industries.

An affair of this kind not only provides an

excellent opportunity for the outsider to get acquainted with the school, but it also presents a real challenge to teacher and pupil alike. To the teacher it is one of tapping his vision and imagination to draw out and develop talents and abilities. To the pupil it is one of expressing himself in something concrete.

We are indebted to the local press for its share in our success. The publicity it gave us did considerable to put it over. There were front

page announcements of the event and pictures of projects with the students who made them. A full page of pictures that included prize winners with their projects, judges, instructors, and various other displays appeared during the week of the Fair.

We can assure anyone who wishes to attempt something like this that while a tremendous amount of hard work is involved, it can do something for you, your students, and for your school.

Choral Speaking or Choral Reading is interesting and challenging and has a very definite place in the Life Adjustment Program.

Choral Speaking

CHORAL SPEAKING is a term meaning the interpretation of a poem by a drilled choir." This is the formal definition given by Hedde and Briggance in *American Speech*.

However, "group speaking" is a practical term for Choral speaking.

Background of Choral Speaking

This activity had its origin among the Greeks when they recited the main parts of their dramas in chorus. The characters had only small dialogue parts and little acting was done. Later, the chorus was discontinued and the entire play was given over to the actors. This is briefly the historical background of choral speaking or reading.

Modern Values

Today educators have come to realize that it has definite and special values for school students.

Probably the most outstanding value is that it gives *self* confidence to the student. Since this work is done with a group and not individually he finds it easier to read when his voice is sounding with others. In this activity there is a place for the leader and the follower, and many times a follower becomes a leader.

A second value is: *greater self expressions*. A student in a group will give way to his own emotions and express them more freely. Even those who normally are quiet, shy, and retiring find they can laugh louder, cheer louder, speak, and gesture more vigorously in group participa-

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English Instructor
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tion than when they are alone. This is especially true with young groups—junior high and younger.

Choral speaking also gives a rhythmic appreciation. Since the selections for choral speaking will have a pronounced melody and rhythm, the participant has an opportunity to experience rhythmical expressions. He not only has the inward feeling of rhythm but also has an outward expression of his feelings. Thus as progress is made and a more intensive drill takes place the student acquires an increased sense of rhythm and melody in poetry.

Stage fright may be overcome by choral speaking. After the student has appeared with a group and gets the "feel of the stage," he can carry this ease of appearance over to individual appearances. This is especially helpful to the timid child.

If we have a special choral group, we may give the child what is equivalent to private lessons in that *individual attention* can be given. Of course in a large class group this instruction and help will be of a more general nature.

This activity gives the child a chance to *coordinate bodily movements with voice inflection*. Many will be reached through group reading that never would be reached otherwise. This is an example of combining speaking with acting—

choral reading and pantomime. The child is given an actual experience of clear enunciation and syllabification because this must be definite in a group in order that the audience may understand what is being said.

Choral speaking teaches:

1. The blending of tone qualities
2. Vividness of meaning
3. Emphasis
4. Strength
5. Beauty
6. Rhythm

These qualities are not all found in individual reading.

Places to use Choral Readings:

1. In classroom
2. Assembly programs
3. Special homeroom
4. Civic groups
5. Church groups

Ways of Using:

1. Choral and dramatic interpretation of ballads
2. Narration by one person
3. Divided group parts
4. Divided according to tone qualities (high—low, light—dark)

An example of class usage:

1. Patriotic poems
2. Preamble to the Constitution
3. Pledge of Allegiance
4. American's Creed (political faith in America)
5. Historical pantomimes

These may be used in class or on special occasions. The students may bring poems, sort, select, and work out reading parts. Be sure to let the student do this (committee work is best.) This is a trial and error method at first, but a sense of suitability is soon developed. The students then select those suited for the solo parts and any other ideas or interpretations may be added. Students have a feeling that the final results are actually their accomplishments.

Similiar situations may be developed in other classes as special studies and opportunities arise.

Examples of materials for special occasions:

Thanksgiving:

The 100th Psalm has long been recognized as the Thanksgiving Psalm. This makes an excep-

tionally nice choral reading if the second verse of the 95th Psalm is used as a solo for the introduction. The leader says, "Let us come before his presence with thanksgiving and make a joyful noise with psalms." Have the group count three after the leader has finished; then the entire group starts reading the 100th Psalm in chorus. By using this method it is not necessary for any sign to be given to start and everyone knows exactly when to begin.

Christmas:

Nativity story: Luke: verses 8-16. This gives good opportunity for solo parts for angels and shepherds and any number may be used for the group reading.

"Twas the Night Before Christmas," by Moore.

Here is a wonderful way to combine pantomime and choral reading. Let the group work out original ideas. You may have to keep them under control.—(Creates a gay atmosphere and gives a large group an opportunity to take part.)

Valentines:

English Ballads lend themselves to this special day. "Lochinvar." Scott.

Excellent for boy soloists and girls' choir. This also works well for all voices speaking together. Lord Lovell.

Good girl solo and boy solo parts with a usage of "dark voices" on the part: "A lady is dead," the people all said, "And they call her the Lady Nancy."

"Annabelle Lee." Poe.

"O No, John." An old song.

Here is excellent repetition of words to give an "over emphasis" feeling.

Patriotic:

"America for Me" Van Dyke

"Concord Hymn" Emerson

"In Flander Fields"

"O Captain, My Captain" Whitman

"Charge of the Light Brigade" Tennyson

"Young Washington" Guiterman

"The Flag Goes By" Bennett

General:

"Eldorado" Poe

"The Bells" Poe

"Song" Browning

"The Vulture" Helaire Belloc

"House By the Side of the Road"

"Robert of Lincoln" Bryant

This has a lively musical repetition of rhythmical sounds. "Bob-o-link-Bob-o-link, Spink-spank-spink, Chee-chee-chee."

"Up Hill" Christina Rossetti

Here we have the question and answer type of poem that calls for "light" questions and "dark" answers.

"Does the road wind up hill all the way?

Yes, to the very end.

Will the day's journey take the whole long day?

From morn to night, my friend."

"St. Catherine"

All girls: "St. Catherine, St. Catherine
O lend me thine aid,
And grant that I never
May be an old maid.

Girls light voices: A husband, St. Catherine
Girls dark voices: A good one, St. Catherine

All girls: But anyone better than
No one, St. Catherine

"Boots Saddle to Horse and Away" Browning

Boys especially like this poem as it gives them a chance to give an outward expression of an inward feeling.

These are only a few of the many types of poems that may be used in different ways and for various occasions.

A classroom teacher may stimulate and guide her group in choral reading whether she has had special training or not. Many professional books are available and through reading and experimenting any teacher may become a choral reading teacher.

Through this activity may be found an interesting and impressive way to give pupils a definite something not found in any other experience and an indefinite amount of enjoyment that will carry over into later life far beyond the highest hopes.

Who knows just when a follower may become a leader?

Town Hall type of programs, stressing student participation, are valuable assets to the educational process, when successfully organized and conducted.

Why Not Have a Student Panel Discussion?

THIS IS AN ACCOUNT of how a student panel was successfully organized and conducted.

Sometime in early November the program committee of the P-TA asked the Speech Class of DeMotte High School, which class numbered sixteen seniors, to prepare a panel discussion on the subject of *Freedom*, particularly emphasizing legislation for freedom, to be given before the P-TA meeting in January.

Acceptance of this invitation by the students was followed by about ten days of initial reading and research on the general subject of *Freedom*. Reading and collection of bibliography was emphasized. Notes were taken on what the reader considered important and pertinent questions were recorded. The second meeting of the group as a panel included listing of pertinent phases of the subject on the blackboard as suggestions were made by members of the group. There followed reorganization of these suggestions to eliminate overlapping and to effect a better log-

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DeMotte High School

DeMotte, Indiana

ical order. It was discovered that there were about six or seven parts in this outline, some of which might require more extensive reading and preparation. There being sixteen members in the class, the group was divided into two panels, each person assigned to a phase of the topic of his own choosing.

After another interval of preparation several preliminary panel discussions were held by each of the two groups. The half of the class not assigned to participation on the actual panel in a given practice period served as an audience and participated in asking questions and in making suggestions.

Another period of research followed. About three weeks before the public panel discussion was to be held a final panel of eight was selected from volunteers for participation. It was evi-

dent that sixteen was too large a number to appear in one panel discussion program which was to last less than an hour.

The program was now developed into final form, the various aspects of the subject being framed in the form of questions to keep each participant close to his subject. These questions were arranged in what seemed to the group to be a logical order:

1. What is Freedom? (What freedom means to me—what it is not—what are some specific freedoms guaranteed to Americans?)

2. Upon what is our Freedom based? (This includes a discussion of wars for freedoms, our heritage from Europe, particularly England, and our great American heritage as shown in our many documents of freedom.)

3. What freedoms should everyone enjoy? (This includes not only freedoms for Americans but those for all humans everywhere.)

4. What are the threats to our freedoms? (Sources of these threats—foreign ideologies—threats from within our country.)

5. How shall we meet these threats? (What preparation do we need and what new laws or other action do we need to hold our freedoms?)

6. How can we as individuals personally advance the cause of freedom and democracy? (What are our specific duties for freedom?)

Each participant presented his material in about five to seven minutes extemporaneously. Following this, which took about fifty minutes, questions from the audience were answered by the students. The instructor-director merely served as chairman and remained in the background during the discussion. This role could well be played by a student. Since there were eight participants but only six questions in the organization of this discussion, several questions which seemed to demand a lengthier treatment were assigned to two students. The total time of the program was kept to less than an hour in duration.

Altho none of these students had ever before participated in a panel discussion it was a high performance because of the planning and preparation involved. A successful panel cannot be developed in a hurry especially with inexperienced people. To many who were privileged to listen and to those who participated this experience marked one of the high points in the High School career of these students. Not only have

they acquired a new appreciation of American freedom but they have the satisfaction of having told about it to members of their own community. Such a program enhances wholesome school-community relations and more appreciation of what public schools are doing for the American Way of Life and for American ideals. Any worthy school participation in community group activities will acquaint the community with purposes and results of the school program. Something specific has been done and commendation follows. That is much better than criticism of schools for something general—which condition is all too prevalent these days. We cannot fight general criticisms with general refutations. We must answer with specific commendatory activities. Why not have a student panel appear before a school board or other community group?

If Amateurs Are to Remain Amateurs

The suspension of 18 members of the Banks High School football team by the Oregon School Activities Association because they accepted trophies from the Mothers and Dads club there may a little harsh.

But there is a very good reason for it. The School Activities Association is to be complimented for not "kissing it off." Only through such strict policing can amateur sports be kept amateur.

The mothers and dads at Banks, of course, were merely trying to compliment their boys who played a bang-up year of football. They had a banquet and gave each of them a loving cup.

Nothing wrong with that, you say. True, there is nothing wrong with it if it could stop there. But a line has to be drawn some place. Loving cups could graduate into gifts of watches, or even automobiles. And that could graduate into promises to outstanding athletes of salaries and bonuses. It has happened in the colleges.

To prevent this, the School Activities Association agreed that the only thing to be awarded to school athletes is the school letter. There can be banquets and rallies, of course, to show enthusiasms, but gifts are out.

The rule is a strict one. But it is no good if it isn't strict. It is aimed at keeping amateur sports for amateurs.

The colleges might well take a leaf from the high school book.

—An editorial from the *Oregon Journal*

School Activities

ASSEMBLY PROGRAMS for September

AUDITORIUM BLUEPRINT: 1952-1953

The auditorium director claims there is just one thing that brings on a migraine faster than an income tax report—namely, the 1952-53 calendar headache which must be assuaged before the little red school house locks its doors this spring. If you are one of those whose calendar of auditorium events is simple and uninvolved—read no further. The prescription which follows is not for you.

Though a wonder drug is not, as yet, on the market for this ailment, there is a plan for calendar planning which works well in a school where at least three times a week the curtains of the auditorium stage are raised on a production.

Sandwiching calendar meetings along with regular school work is not so difficult as the pre-planning necessary to insure successful results. For example, a few of the problems which must be solved before the final meetings might range from: 1. Conflicting dates for major school activities. Example: class play and a basketball game found too late to be on the same date, resulting in a loss of audience at one or both events. 2. A staggering load of work descending in one fell swoop upon the technician in charge of stage production. 3. Conflicting schedules for use of stage for rehearsals.

In addition, many schools have community auditoriums where various programs are given by public groups during the year. Many conflicts in scheduling can be avoided if they are foreseen long in advance.

Working with a stage set-up that is used by high school, a night school players' group, a Sunday lecture series, and at least fifty other community affairs during the school year, we have necessarily evolved an action plan for setting up the calendar a year in advance. While minor additions or changes are sometimes made (including such recent additions as three evening programs featuring Taft, Stassen, Warren) the auditorium schedule is followed seriously and its effectiveness is admitted by all groups involved.

Where to begin? In many schools the calendar committee is set up by the superintendent for this service and the plan works very well. Because our situation is somewhat unique, the calendar committee actually starts with the grass roots—the students. This is highly recommended to schools where a special class plans the as-

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sembly programs, for it is excellent training for young people in understanding the intricacies involved in the scheduling of the year's auditorium program. In a situation like this where a special class writes, casts, and directs all assemblies it is necessary to give the incoming class in the fall of 1952 tangible calendar with which to start.

The plan follows. Perhaps with adaptation you could use it also.

1. Several committees from the Assembly Training Class make out tentative calendars. These are read before the entire class, discussed, criticized. (This assignment is given in the spring and the calendar is made out for the coming school year.) A final committee is formed to take the best ideas and work them into a suggested calendar. Getting vacation dates, beginning and closing school dates, and other set programs from the administration is a part of the work prior to making any sort of plan.

2. All basketball and football schedules are made out by the coaches and important games are underlined to avoid slating a major production for a week end when a ball game or other activity might interfere. This is no small job!

3. The tentative assembly calendar is then drawn up. (Ours is a weekly 30-40 minutes assembly plan.) The class attempts to insure each school activity an opportunity to present one original assembly. They also try to avoid a preponderance of any one type program. This variation of types of programs in one month is studied so that, for instance, two musical programs are not slated for the same month. The committee—in doing this planning—first attempts to schedule the traditional programs in their designated season—as operetta, plays, and so on. (The incoming Assembly Training Class receives copies of the final calendar in the fall and assumes responsibility for writing, casting, and directing these assemblies.)

4. The committee checks with the speech, music, and all other department sponsors to get an "ok" on traditional program dates and to change such dates not approved by said department. In this way the department heads readily see the entire calendar proposed and come to

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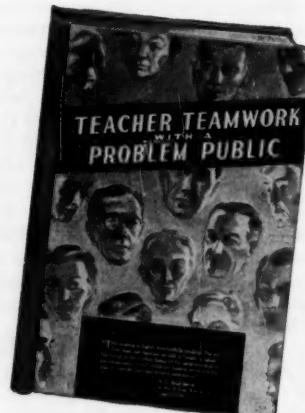
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realize the problems involved in scheduling. In our ten years of calendar planning there have been many compromises. This is a far cry from the shock experienced by faculty in some schools where the calendar is seen for the first time *after* it has been run off and placed in said sponsor's box in the fall.

5. After all dates are okayed by department sponsors and rechecked against athletic schedules, a faculty committee meets to set the dates officially. (In our meeting the director of night school also meets to set community theater and lecture dates.) This committee consists of the superintendent, principal, music—department head, stage technician, dean, speech department head, and/or the auditorium director. Each is given a blank calendar of the coming year. The final calendar proposed by the Assembly Training Class is then discussed month by month, day by day. Rehearsal dates for use of the auditorium are also marked, insuring each activity of definite rehearsal time and allowing free dates for the technical director.

These final meetings usually consist of two two-hour sessions after school—with coffee!

6. The secretary then types all dates in two large looseleaf notebooks—one to be kept in the superintendent's office and the other in the speech department. This large notebook consists of one page for each day of the school year with activities scheduled typed in. Thus, when calls come from outside for use of the theatre it is a simple matter to check dates through office and speech department before "okaying." This is far better than being suddenly faced with a major problem when the main office schedules a community program on the stage at a time when the dramatic director had planned an important rehearsal. We prefer for the right hand to know what the left hand doeth!

At any rate, the auditorium blueprint for 1952-53 is already well under way in this system. It has saved more than one headache and countless frayed tempers. We heartily recommend pre-planning **your** auditorium calendar!

More Assembly Programs for September

When school bells ring next fall, the assembly set-up should be tentative. The principal has designated a definite time for the programs. He has appointed members of a central committee and has adopted the policy for formal openings. These policies insure success.

The calendar for assemblies is made up and a mimeographed copy given to the faculty and members of the student committee. Department heads have planned with the executive committee on presentation dates. When subject matter is **sold** through the assembly, friendly cooperation results. A different philosophy is presented with each program. Varied ideas foster general good will and school improvement.

A formal opening is inspiring and unites the group. "Call to the Colors" is more effective if given by buglers and drummers but a victrola record can be substituted. While the audience stands at attention, the flags are placed in the standards at opposite sides of the stage. The group gives the flag salute. While the audience is standing, the music instructor leads the singing of the national anthem. This is followed by singing the school song. Then the audience is seated. An appropriate scripture reading completes the ritual and the president of the student council introduces the emcee.

In planning thirty-five minute assemblies, five major points are suggested:

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Enid, Oklahoma

1. Plan the purpose. The main purposes of speech are: to inform, to entertain, to impress, to persuade, and to convince. Appeal is made through the senses. The good listener is not always looking for entertainment.

2. Organize the details; appoint script writers after discussing a purpose. Meet a few students in buzz session for organization and guidance. The sponsor can give direction and guidance toward creation of high standards and ideals.

3. Keep the program simple and well timed. Elaborateness destroys the purpose.

4. Appoint pupils who will work. The emcee keeps up the tempo and supplies unity. The property man and all chairmen must be efficient and reliable.

5. Concentrate on two well planned rehearsals. If everyone does his best, the world does not require more; and tomorrow brings another opportunity for improvement. In speech, the participants improve through experience.

Assembly programs for September require fast tempo and action. The audience is unskilled in listening and auditorium manners. Simplicity is the key-note. In every class, pupils are en-

deavoring to adjust to their "new shoes." An assembly presented by the Speech Club and Student Council on the art of listening will be a beneficial contribution. The students can work out proper procedure for assembling in the auditorium.

One of the outcomes in directing assemblies is the joy that comes in teaching young Americans to do something for others. Assembly programs are effective because participants give their time and talent for the common good. Program planning depends on attitudes, administrators, and facilities; but no group is too small to present worthwhile assembly programs.

The following is some Oklahoma philosophy which sponsors need to remember.

1. Nobody shoots at dead birds.
2. The world seldom sees perfection.
3. It's the sizzle that sells the steak, not the cow.
4. You don't want to upset the apple cart when you don't like the way the "dern" thing runs.
5. It is not so important to do the unusual, as it is to do everyday things unusually well.
6. The loudest squawk comes from the hen who lays the smallest egg.
7. Will Rogers said: "What you say is more important than how you say it but you got to be real careful where you say it."

The birthdays of Eugene Field and James Fenimore Cooper are among those posted for September. "The Leatherstocking Tales" introduced by pantomime and narration never cease to thrill an audience. Younger groups enjoy Eugene Field. The musical reading of "Little Boy Blue" never grows old. It stands the test of time.

In addition to Labor Day, Constitution Week, Safety Week, and Indian Day are designated. September 14 is marked as a day for commemorating "The Star Spangled Banner." A patriotic program with the theme "By the Dawn's Early Light" is appropriate. Effective dramatizations of the history of the anthem are inspiring. Sound effect records of the battle are available. Patriotic assemblies are well received and timely.

The introduction of the school drive for subscriptions to literary magazines is a suggestion. Original speeches given by student-editors are successful. Contrasting the right and wrong way to sell is effective, successful, and entertaining. Experiences in selling furnish a wealth of ideas.

WELCOME ASSEMBLY

Students and Faculty

Suggested Scripture: Luke 2:42-52.

The cornerstone of the Capitol in Washington, D.C., was laid by George Washington on

September 18, 1793. Commemoration of this date can be signified through talks by teachers and students who have visited this beautiful city.

Faculty members who visited the nation's beauty spots can give interesting talks. Brevity should be emphasized unless the speaker has something to show or demonstrate. Miss Louise Major, Emerson instructor, visited in Central and South America. Miss Agnes Griener, of the Home Economics department, told incidents of her European travels. Parents, who heard the assembly, requested radio appearances.

An enjoyable skit is the scene of a sight-seeing bus. The characters are persons who can speak in dialect and colloquialisms. These persons comment on the scenery. The bus driver's patter is similar to that of a driver on a Hollywood sight-seeing trip.

In Oklahoma, the Southern girl, the Brooklynite, the New Englander, and a bragging Texan make interesting comments about the scenery and express hasty generalizations about the Indians and impressions of Oklahoma. Similar skits can be worked out according to the locality of the school.

Another feature brings in the theme "Welcome to School." Several students may begin with new slates. In a skit show, "How to make yourself at home, while in our school," the class representatives should introduce new students and show the way to be happy. Getting adjusted insures good school spirit.

School is made up of teachers, activities, classrooms, lessons, and friends. All these seem to be a jumble, especially if the enrollment and the buildings are large. Like the pieces of a jigsaw puzzle, each part fits into the school picture. Each speaker tells about his particular part and places it on a large stand. Together they make up a successful school. After the speaking, students may hold parts together. Each speaker should convince the audience that the function of the school is to serve the students.

HOWDY ASSEMBLY

Student Council

Suggested Scripture: Luke 10:29-36.

This assembly climaxes **Howdy Week**. The purpose is to overcome the opening daze. Parodies for howdy songs are written and presented. Original poems and speeches of welcome are given by spokesmen from each class. Special features of the class as having largest enrollment, outstanding students, and achievements are mentioned.

Each representative introduces the newcomers, the tallest, and shortest members, and adds other comedy features. Care should be used in introducing and mentioning pupils with

physical characteristics. The sponsor should use discretion and be sure to talk to the student or teacher before he is presented. Sometimes persons justly object on being mentioned for having the loudest ties, biggest feet, or broadest smiles, but most of the group will contribute to the merriment if they are properly approached.

The event is climaxed with the presentation of the friendliest boy and girl from each class.

Various methods are used in selecting. New enrollees sometimes cast the votes in home room balloting. Others nominate and the entire school body votes.

During "Howdy Week" everyone wears small triangular badges. The wearer's name is written across the top. The badges are always printed in school colors.

Skits may be presented to show how discourtesies to newcomers hurt everyone. Students are encouraged to write original contributions similar to the following:

Recipe for a Friendly Cake

by Mona Litchenberg, Grade 9

Do you have a method for making friends? If not try the Howdy Week Way. This is the recipe:

1st. Three pounds of Howdy.

2nd. Six cups of Peek at the Badge of Sweetness.

3rd. Sift together the Peek at the Badge and the Howdy to make you better acquainted.

4th. Mix these with 10 ounces of Howdy-to-the-Teachers. And last, add a large spoonful of the flavoring labeled Kindness.

Stir it all up and bake in a warm smile.

This recipe has been tested many times and will make a wonderful friendly cake.

So write this down and stir it up at school. It is guaranteed to make friends with each delightful slice.

KNOW YOUR SCHOOL

Social Studies Department

Suggested Scripture: II Timothy 2:15-16.

This assembly is suggested for the climax of a unit on the history of the school. The pupils will be required to search for facts from citizens, records, and periodicals for local history. Plans are made with the group in order to avoid duplication. It should be divided into four parts: early beginnings, buildings, enrollments, outstanding alumni. Presentation of the old-fashioned classroom of the **Gay 'Nineties** will give a comedy angle.

Old school grads can give memories of days beyond recall. The history of school songs, the year book and customs can be introduced. "What Our School Cost" is a good theme for a skit presented by the Math department.

"What We Like About Our School" is the theme used to bring in activities for the coming year. Committees from various groups may have five minutes to sell their organization to the group.

Colorful murals may be presented showing changes. Continuity depends in showing pictures of each decade. Too much material will tire the audience. Should this happen, a committee of pupils can select the best for presentation.

AWARDS ASSEMBLY

Administrative Department

Suggested Scripture: Luke 10:19-21.

"Beyond the Call of Duty" is the theme for the award assembly. At this special program sixteen per cent of the students at Emerson are presented large chenille letters signifying "Service." September is the month to plan for this assembly.

Points for the "I" award as cumulative from the beginning of the year. Records are kept by the librarian, Elizabeth Geis.

The requirements are the results of cooperative planning between student council members, faculty, and Principal B. Roy Daniel. Each activity is given a point value. Limitations to ten points in one activity became mandatory.

Attendance, scholarship improvement, conduct, grooming, willingness to work, participation in activities as: athletics, speech, proctorship, flag and bugle teamships at formal openings, flag-raisings, and electoral officers. If a student's name is on the commendation list, he receives a service point. The commendation list is the honorable mention of any student for worthy contributions toward the betterment of the school during any one month.

Every month a Good Citizen is selected. Pupils are also nominated in homerooms. Then the student council selects three students from the nominees. When the faculty's final votes are counted, "The Best Citizens" are presented citizenship award pins by Mr. Daniel during the following monthly assembly.

On the final awards assembly the Best School Citizen is selected from those who received monthly citizenship recognition.

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Other awards to be presented are: the Charles Palmer Davis medal for outstanding achievement in current events and the "I Dare You" books for worthy school endeavor.

In some high schools, presentation of the year's trophies is made by students representing various activities. The principal or the president of the council accepts the trophies for the school. A costumed school spirit may also receive the trophies for the school.

In receiving recognition for various honors, time will be saved if recipients are seated near the platform. A student council member can organize and arrange a convenient seating plan. The problem of awards assembly is to save time. Alphabetical arrangement in seating students for presentations is one solution. Blank paper may be given and the authorized certificate given at a later date.

PIONEER ASSEMBLY

History, Speech, and English Department

Suggested Scripture: John 15:12-18.

Commemoration of events in the state's history is appropriate and colorful material for school assemblies. This assembly can be planned for any day during the year. Pioneer Day honors old settlers according to the historical date that the sections were opened to homesteaders.

If the pioneer assembly is scheduled at the beginning of the school term and the students are skilled in listening, an old pioneer is invited to speak briefly. Experience teaches that interviews prepared by students work better than having formal speeches.

Co-operation in state history, speech, and English departments proved profitable when a class of thirty students presented an impressive pioneer assembly. These Emerson students selected Oklahoma history as the subject for their work in the unit.

A class chairman appointed four script writers. These pupils spent Saturday afternoon at the Enid Carnegie Library, reading historical documents, clippings, and books.

They submitted two scripts for class approval: "How the Cherokee Strip Was Named" and "The Story of Pat Hennessey." Revision, corrections, and timing were made. Two students volunteered to type the scripts.

Organization followed. A student director and the script writers selected the cast. Students in charge of make-up, properties, costuming, sounds, and lighting were appointed. Numerous problems developed. Costuming and make-up, for the Indians and pioneers, must be completed in twenty minutes. It is the school policy that time lost from classes must be made up.

Lighting for the campfire, war-dance, sound effects, and the wagon wheel for the massacre had to be obtained.

Professor Mary Louise Lincoln of Phillips University Music Department was interviewed by a student. She loaned the students a record of an authentic Cheyenne Indian War Dance. The student, Margaret Luhr, reported that Professor Lincoln had made a study of the music of Oklahoma Indians. Her recordings have been placed in The Library of Congress.

The property manager obtained a wheel from a prairie schooner at "The Antique Shop." Electric-lighted logs furnished a realistic campfire.

The script, the properties, and program were written, planned, and presented in a thirty-minute assembly, after two rehearsals. Their program was as follows:

Formal Opening.

Call to the Colors by four buglers and two drummers.

Flag bearers presents flags.

Flag salute lead by President of Student Council.

School singing lead by music instructor.

Bible Reading: John 15:12-18.

Announcements and presentation of Emcee by Council President.

Presentation of Play: "How the Cherokee Strip Was Named."

"An Old Pioneer's Experience."—A student dressed as a pioneer came forward and volunteered a story. He was interviewed as he told a story written by Enid's Marquis James, a Pulitzer Prize Winner for Biographies.

"The Story of Pat Hennessey" —class members.

Presentation of the Oklahoma History Teacher. He spoke briefly about the Cherokee Strip Celebration plans and the values of learning Oklahoma history.

Emcee turned the program to Principal B. Roy Daniel, who made concluding remarks and dismissed the students.

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News Notes and Comments

The Challenge to the American People

What the young men and women in our schools and colleges learn, how they are trained to think, what moral principles they embrace, and what attitudes guide their actions will determine the future of this nation and to a great extent the course of world history. They must be given every assistance within our power to prepare themselves for this challenge. The responsibility rests heavily upon those who man our educational institutions; but, in the last analysis, it must be borne by all the people. On the timeliness and wisdom of the people's decisions depend the safety of America and the prospects of peace in the world.—Education and National Security—The Education Digest

Reading Improvement in All Curriculum Areas Is Theme

The Fifteenth Annual Conference on Reading at the University of Chicago will be held on June 25-28 inclusive. The central theme will be "Improving Reading in All Curriculum Areas." This theme has been selected because of the nationwide interest in the improvement of reading in the many learning activities in which pupils engage in both elementary and high schools.

All teachers and school officers who are interested in the conference theme are most cordially invited. The registration fee is \$7.00 for the conference period.

Copies of the program and directions for registering and securing rooms will be available early in May and can be secured by writing to William S. Gray, Department of Education, University of Chicago.—Ohio Schools

During the 30's the U. S. spent 5% of national income for public education, whereas only 2% of national income is now spent for that purpose, stated Edward M. Tuttle, executive secretary of the National School Boards Association, at the recent St. Louis meeting of the National Citizens Commission for the Public Schools, as reported by Benjamin Fine in the New York Times.

Mr. Tuttle maintained that our educational standards should have risen with our standards of living as prosperity increased, and that to improve our public schools and achieve equality of educational opportunities nationally, we should now be spending \$12,000,000,000 annually for public education instead of the \$5,000,000,000 a year now spent. Every dollar spent on more and better schools, declared Fred K. Hoehler, director

of public welfare of Illinois, would save the nation two dollars in the long run, on expenditures for reform schools and mental hospitals.

—The Clearing House

A Suggestion

Dear Editor:

I have just read today of a new daily procedure in the schools of New York State. After their pledge of allegiance to the Stars and Stripes, the boys and girls repeat the following brief invocation: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our teachers, and our country."

It seems to me that this would be a very worthwhile thing to do in our schools of Massachusetts. And why shouldn't the teachers say it too, substituting the word "pupils" for "teachers?"

—Minnie M. Martin in the Massachusetts Teacher

Book Burning

There was a recent burning of books in Sapulpa, Okla., according to the New York Post, which verified the story by long-distance telephone conversations with some of the Sapulpa citizens who were prominently involved. The volumes were texts or reference books which had been removed from the High School Library because their "discussion of socialism" or the wording used in presenting certain ideas were considered objectionable.

A women's civic group had spent six months investigating books in the high-school library. Some five or six titles were selected for burning because they were "too socialistic." These books were burned by the vice-president of the school board. The identity of the books was not made public. The editor of a Sapulpa newspaper told the Post reporter that his paper hadn't made much of the event, and couldn't understand what all the fuss was about. They had simply burned a few books.—The Clearing House

American Education Week Set for November 9-15

The dates and theme for American Education Week this year were announced following a recent meeting of the three sponsoring organizations—the American Legion, the National Congress of Parents and Teachers, and the NEA. The theme for 1952 will be "Children in Today's World." The 32nd annual observance is scheduled for November 9 to 15. The daily themes for the week starting on Sunday, November 9, are: Their Churches, Their Homes, Their Heritage,

Their Schools, Their Country, Their Opportunity, and Their Future.

Defense Wardens

Headed by Junior Sandy Malver, the Shorewood, Wisconsin, Central High School Civil-Defense Committee has assigned each of the 150 blocks to a warden. After discovering everything possible about their blocks—number of homes, kind of houses, location of exits and alleys, and other necessary things—these wardens will be considered the main block wardens in the village.

Arthur McLean, Civil Defense sponsor, stated that he feels sure that this organization will carry out the functions required of it. He added that many thanks are due to those students who responded generously to take part in the distribution so far. The group delivered notices announcing the Civil-Defense meeting to be held for residents of the village.—Ripples—Student Life

Cincinnati school children are rapidly becoming not only highway safety-conscious but also highway transportation-conscious. When they see loaded truck-trailer combinations traveling through the city's streets, chances are they can tell, in a general way, what they are carrying, where they came from and where they are going, and why. They are learning that in school these days, through "Workkits," an audio-visual educational tool obtained from the American Trucking Association.—Ohio Schools

Preview of Army Life Given to H. S. Seniors

Seniors in Shaker Heights High School, Cleveland, Ohio, are being given a course on what they may expect if they enter one of the armed services. This preview of army life is causing many of them to change their minds about which branch of service they prefer.

The purpose of the course is to familiarize students with the life they will lead as recruits and to present information that will help them select the branch of service they prefer.

Only 11 percent preferred the Army when they began the course, but 35 percent listed it as their top choice at the end. The Navy sank from 45 percent at the start to 21 percent at the end; the Air Force rose from 28 to 39 percent; the Marines sank from 8 to 2 percent and the Coast Guard dropped from 5 to 3 percent.—The School Executive

Boys, Too

It may surprise some that FHA has male members. Future Homemakers welcome all members of home economics classes and many schools enroll both boys and girls in homemak-

ing. In Waynoka, Okla., every member of the boys' homemaking class joined the FHA because: "A home is founded by a boy and a girl, so why not work together in the Future Homemakers organization?" Boys are good members, too, and no sissies. The twelve boys in Broken Arrow, Okla., could not join the regular FHA meetings because they conflicted with football practice. They asked for and got permission to hold their meeting at another time. Dale Keele, Broken Arrow member, expressed his opinion that: "FHA will give you a better and closer relationship with your family. You think about what is expected of your parents and what your responsibilities are to them. You can see how a happier life can be carried on in your home now and in your future home . . . I think that FHA will grow not only locally for boys but throughout the State and nation."

The interest displayed by both boys and girls in the FHA and NHA, and the enthusiastic participation of the entire membership in activities of the organizations indicate that to some degree FHA and NHA are meeting needs of today's youth. The success these organizations have achieved would not have been possible without the generous contributions of time and effort by thousands of local homemaking teachers and other educators.—School Life

U. S. and Australia to Exchange Junior Farmers

New South Wales State Minister for Agriculture Edgar W. Graham believes that much good will come from the plan to exchange visits between American and Australian junior farmers. He said in Sydney recently that under the plan three young farmers from the United States soon will arrive here, and later two others will go from Australia to the United States. The knowledge gained would be of great value to the visitors themselves, and they would later be able to pass on the benefits of their experience.—Australian Weekly Review—Idaho Educ. News

School Boat

Some lucky youngsters in Louisiana travel to and from school in motor boats that put-put through bayous hung with Spanish moss, along water lanes where the pirate Jean Lafitte's men probably paddled canoes years ago.—National Parent-Teacher

Seek Ban on Bets

A strong drive by church groups to rid Oregon of state-operated pari-mutuel betting on dog and horse racing is gaining momentum under sponsorship of the Oregon Council of Churches.

Preliminary initiative petitions have been

School Activities

filed with the secretary of state. Now supporters of the movement are attempting to get petitions signed by 26,286 voters by July 3 so the measure can be put on the November 4 ballot.

The referendum would seek to amend the state constitution so "no ticket in any lottery, pari-mutuel betting on the result of a horse, dog or other animal racing, or vehicle racing, shall be bought or sold within this state, or offered for sale, nor shall bookmaking be authorized."

As now operated, the state of Oregon takes 12½ per cent of proceeds from betting on several horse- and dog-racing meets. In 1951 this amounted to \$817,574, of which \$496,300 went to the counties for use on fairs and to regional fairs and exhibitions. The rest goes to the general state fund.—The Christian Advocate

Puppetry

More than a half million Italian children have a chance to become better acquainted with American life through puppet shows. The performances are sponsored by the ECA to inform Italian families what the United States is doing to help them.—The Education Digest

Most of the eyesight problems of school children could be prevented by modernizing classrooms to provide a better visual environment, according to the American Optometric Association.

Scouting Helps

Evidence that scouting is a factor in personality development is presented in a thesis by Carlos Clark Kimball to the University of California. In his dissertation Dr. Kimball developed that possibility that twelve-year-old Boy Scouts make positive gains in personality development which can be attributed, at least in part, to their Scouting experience. Tests were made of 751 twelve-year-old boys. Data support the conclusion that Boy Scouting is a potentially favorable factor in personality development of American boys.—W. Va. School Journal

Interesting Facts

The largest cavern is the Carlsbad Cavern in New Mexico which is one mile long with a dome 500 feet above the floor. . . . The deepest well in the world is the Lillis-Welsh Oil Well in California, 10,280 feet. . . . The largest tree in the world is the Great Banyan Tree at Calcutta which now covers three acres of ground. . . . The lowest spot on the earth's surface is the Dead Sea in Palestine, 1,290 feet below sea level. . . . The tallest building in the world is the Empire State Building in New York, 1,248 feet.—Manitoba School Journal

Health

Ill health costs the U. S. alone an estimated \$38 billion annually. The cost of planning a purely preventative national health service, and its original needs, can be set at 0.5 per cent of the national income. Curative medicine requires an expenditure 10 times as great.

Isles of Many Tongues

In the Philippine Republic, a land of twenty million people, school children come from homes where any one of forty-odd languages may be spoken. Which of these shall Teacher use in her classroom? When possible, say many, use the language the children hear at home. This method has been tried by several Philippine schools taking part in a project known as the Iloilo Experiment. Sponsors speak enthusiastically of the results and recommend that schoolmen elsewhere faced with similar problems review the findings of the experiment.—National Parent-Teacher

Production

One day's United States production is more than enough steel for all the following: one aircraft carrier; two heavy cruisers; 2 cargo ships; two tankers; 500 planes; 500 tanks; 1,000 freight cars; 2,000 trucks; 12,000 autos; 2,000 homes; 500,000 3-inch shells; 1,000 anti-aircraft guns; 1,000 howitzers; 2,000 aerial bombs; 20,000 household refrigerators; 20,000 stoves.—Science Digest Quote

United Nations

The United States pays about 37% of all expenses of the UN. For our money, among other things, we get the **UN Yearbook**. On one page of the new **Yearbook** is a table showing the contributions of all the United Nations to winning the Korean War. The list is complete, from Argentina's meat shipments to the soap supplied by Venezuela—with one major exception. The United States is not listed as having contributed anything.—George Cline Smith, Director, Government Economy Program, **Washington Report**, U. S. Chamber of Commerce.—Quote

Comics to Woodshed

For two successive years a New York legislative committee warned the comic book industry to police itself, or else. Now the industry admits that less than 25 percent subscribe to a purity code. So the committee will offer a censorship plan. Affected will be issues totaling 80,000,000 per month.

At the hearings, opinion divided on merits of comics, but no one defended some products of fly-by-night publishers. Offending "comics" deal in brutality, crime, and horror. Some show

"jungle girls" subjected to mayhem. Others present "how to do it" commando attacks on persons.

In Italy, lawmakers spent a week on the same topic—American comics. Censorship may be ordered. In Los Angeles, meanwhile, psychologist David Cole, Occidental College, called comic strips "The only safety valve a child has."—The Capsule News

Excessive exposure to bright sunlight reduces resistance to glare for as much as 36 hours and may be an important factor in night automobile accidents, according to the American Optometric Association.

Greater numbers of our schools are requesting us to provide insurance protection for elementary school students, as well as those in grades 7-12.—New York S. P. H. S. A. A.

10 Top Events—

Editors Choose Acts in 1951 Most Vital to Education

Ten major educational events of 1951, as chosen by education magazine editors through the Educational Press Association, are:

1. Schoolmen forced the Defense Production Authority to increase its allotment for steel for public schools.
2. Educators counterattacked their defamers and accusers.
3. Alarmed by scandal and commercialization in college athletics, a college-president committee proposed curbs for abuses.
4. Educators demanded a fair share of TV channels.
5. Congress enacted the Universal Military Training and Service Act, seemingly a prelude to compulsory military training.
6. New enrollments for education under the G. I. Bill of Rights came to a halt.
7. Two older organizations merged into a strengthened Adult Education Association.
8. West Point expelled 90 cadets accused of cheating.
9. Public school educators stepped up the teaching of moral and spiritual values.
10. Proponents of Federal aid to education retired for the time being as Congress voted aid to districts overburdened by Federal activities.—The Capsule News

You May Double Your Speed in Reading

How far below capacity do you read? "Most adults read 30 to 60 per cent as fast as their potential maximum rates," says **Adult Education Ideas** (U. S. Office of Education). "The typical adult reads approximately 250 words a minute—

about sixth- or seventh-grade level. Those going into 'non-reading' occupations, unless they otherwise read a great deal, are likely to regress one, two, or three grades in reading skill."

What can be done about it?

"Numerous experiments show that proper instruction can often improve the reading rate from 50 to 150 percent in a few weeks. Doubling the rate is common. Five hundred words a minute is not too high for the average person to aim at if he has normal vision."—The Capsule News

Fishy (but true) Tale

A Wisconsin scientist says fish can smell—and he doesn't mean it the way you think he does. He means that fish can tell different odors apart.

Take salmon as an example of this fishy tale. Every spring they leave the ocean and return to the fresh water streams where they were born. They go home to spawn (lay eggs). But how do they find their way back?

The scientist says it is possible they smell their way back. Fish, he says, have a keen "bloodhound" sense of smell.

In his tests, the scientist places minnows in a special tank. One end of the tank has a metal bar which can shock minnows slightly. The scientist drops food for the minnows near the shocker. When the shocker is off, he fills the tank with the odor of a certain water plant. When the shocker is on, he fills the tank with the odor of a different water plant.

"The minnows soon learn to tell the odors apart," the scientist reports. "They refuse to swim to the food near the shocker when they smell the shocker odor. The minnows have learned 12 different odors and remember them, too."

The scientist is also studying river waters and reports that they have different odors. He says salmon probably find their way home from the ocean by catching a sniff of their home river's odor and following it.—Junior Scholastic

TV Program Gives Answers To Questions of Youth

A television program in which high school students and college freshmen receive answers to their questions from national leaders is now being carried weekly over the NBC-TV network. It is named "Youth Wants To Know" (formerly "American Youth Forum") and is scheduled on Saturdays at 5:00 to 5:30 p.m. Prominent figures in the political and business life of the country give their answers to the questions presented by youth. Details may be secured from Theodore Granik, director of Youth Wants to Know, 1627 K St., NW, Washington 6, D.C.—Ohio Schools

How We Do It

VISITATION DAY— WHAT?

Believing that the child learns to do by doing, a Visitation Day was inaugurated this year at Defiance High School. April was the month selected so that were any dividends forthcoming from the event, they might be observed in each visitor's ability to chart his own course before formal class registration.

Guests for the day were all boys and girls who would be entering the school for the first time, come September. In Defiance this includes sixth grade pupils from three elementary schools and eighth graders from three parochial and two outlying county schools.

Arrangements handled prior to Visitation Day consisted of invited guests choosing their own guides from students who had been in their respective schools the previous year.

On the appointed day came the eager guests with their teachers to the Auditorium. They congregated in assigned sections, were picked up by their chosen guides, and escorted to the different classes in which they would be members another year. Teachers in these classes made it a point to present an overall picture of the course, its aim, and a few pertinent facts to enlighten the visitors as to what was in store for them.

One period of the day was devoted to an orientation program. Some of the curricular and extra-curricular activities were explained. What to expect of high school, how to make it count, and a bit of encouragement toward high ideals were presented.

Noon-day lunch in the cafeteria, a safety movie—"The Last Date," and more class visitations completed a very full day.

To evaluate the day's program participating schools were asked to give unsigned comments. Results were extremely gratifying. The comment of fears being allayed was most prevalent. One girl wrote, "Now I can enjoy my vacation; I will not have any fear about starting high school for I know what to expect. Please continue to have Visitation Day each year to help other boys and girls."—Miss Augusta Kehnast, Guidance Counselor, Defiance High School, Defiance, Ohio

POLITICAL ASSEMBLY

In this year of the presidential election, the sophomores of Seymour High School decided to give an assembly program that was both enter-

taining and informative. A committee appointed by the class president formulated plans for a satire based on the presidential election. The committee appointed students who had shown literary ability to act as ghost writers for the candidates. The writers spent many hours in the library doing research in order to present accurately the platform of the various candidates. They looked through recent copies of **Time**, **Newsweek**, **Colliers**, **McCalls**, and other magazines searching for articles on the candidates. Using this information, the researchers wrote the speeches. The librarian and the English teachers gave helpful suggestions in adding the satire.

After the speeches were written, students were selected to portray the candidates—Truman, Taft, Warren, Kefauver, and Eisenhower. The members of the speech class who were studying stage make-up made up each of the actors to resemble the candidate he was portraying. To help create accurate resemblances, they used large colored pictures of the candidates which the ghost writers had found in the magazines. During rehearsals, the actors learned to give their speeches in typical political style.

The stage was decorated with crepe paper streamers in red, white, and blue. In the center of the stage was a speaker's lectern, surrounded by chairs in which the candidates were seated. On each side of the stage were cartoons representing the Democratic donkey and the Republican elephant. The cartoons were flanked by the Texas flag and the United States flag. Each candidate had several supporters who carried posters bearing his slogans.

The program was introduced by the national anthem. It was given a humorous beginning when the master of ceremonies introduced Governor Warren of California, who was accompanied by his six-year-old daughter, Susie. Governor Warren was followed by Senator Taft and then by General Eisenhower. Senator Kefauver, wearing a coonskin cap, came next. The "Tennessee Waltz" was played by our pianist in honor of Senator Kefauver's home state. As the "Tennessee Waltz" faded into the "Missouri Waltz," President Truman, who needed no introduction, appeared leading his daughter, Margaret, by the hand. After her daddy's speech, Margaret Truman climaxed the production with her rendition of the "Missouri Waltz."

Reporters and photographers took notes and pictures during the production. Immediately fol-

lowing the speeches, ballots were given to the entire student body and the votes were tabulated. The results were announced to the student body who proclaimed the program a huge success.—Linda Douglas, Sophomore, Seymour High School, Seymour, Texas

SPEED-A-WAY, A NEW GAME

Speed-a-way is new and it is different. Speed-a-way is a new game which combines the elements of soccer, basketball, field ball, and hockey, with an opportunity for players to run with the ball. The object of the game is to advance the ball through the opponent's territory to score a touchdown or field goal. The ball may be kicked, punted, drop kicked, or carried.

Speed-a-way has been in the experimental stage since 1940. Four years ago the girls' physical education department and classes at Edison High School, Stockton, California, helped to formulate the first rules. Discussions were held with students regarding various phases of the game, and suggestions were made that would make the game more fun and easier to play.

At present schools in all 48 states, Puerto Rico, Hawaii, and the Philippine Islands, are offering Speed-a-way for the first time. Approximately 125 schools in California are teaching the game; Illinois, Maryland, and New Jersey are next, with approximately 25 different schools.

Very little skill is necessary to play the game; in fact, having never played before, one can enjoy the game. This is why Speed-a-way is a favorite with those who try it. Participants do not have to spend a great deal of time in learning the rules or in learning the game. Speed-a-way can be adapted to almost any situation; the game is adaptable to the elementary level and is an excellent game for the junior high school level for boys and girls. High school and college students also find the game very enjoyable. In playing the game, a player experiences a great deal of enjoyment; there is the opportunity for vigorous activity, competition, and team co-operation.

A Speed-a-way Guide has been published and contains eight articles, with charts, diagrams, and rules. This guide sells for one dollar a copy and may be purchased from the originator of the game, Marjorie S. Larsen, 1754 Middlefield, Stockton, California.

On February 1, 1952, a one reel, sound, colored film shall be released for rental or sale. The movie was taken at the University of Redlands by Mr. Harold Greer of Los Angeles. Mr. Greer recently won an academy award for his photographic work of the atom bomb tests. The

main purpose of the film will be to acquaint teachers and players with Speed-a-way, giving the elements of the game, its rules, and team play. This may be ordered direct from Miss Larsen.—Marjorie S. Larsen, 1754 Middlefield, Stockton, California

NEW STUDENT GOVERNMENT PROGRAM

A new type of student organization to give the 843 students a greater participation in their own school government has been inaugurated at Alice Robertson Junior High School.

So far the idea has proved a success, with the students themselves putting into operation and supervising such projects as new "traffic" laws in the halls, a drive to raise funds for an electrically controlled scoreboard for the gym, and a campaign to protect the school lawn.

Reduces Congestion

Congestion in the hall has lessened remarkably in the three weeks the passing rules have been in effect; two thirds of the money for the scoreboard has been raised through various projects; and students are reacting favorably to such original skits as the one, "Keep Off the Grass," presented by Gerry Dixon, George Ladd, and Charles Yedon last week over the loudspeaker.

The student setup includes a Representative Assembly made up of one representative from each of the 24 home rooms and a General Council, which consists of a president, vice president, secretary, and treasurer, who have been elected by the entire student body in a general election.

Meet by Grades

Members of the assembly meet by grades during the activity period on Monday afternoon to consider problems suggested the week before at homeroom meetings. On Tuesday the General Council discusses these problems and works out ideas to improve the school. On Wednesday one member of the assembly from each group meets with the council to change the suggestions and ideas into concrete plans which will later be taken before the homerooms for a final vote.

Mrs. Minnie Whitsett is sponsor of the Student Council while Mrs. Wanda Thompson sponsors the seventh grade, Mrs. Gladys Nunn the eighth grade, and Mrs. Marnelle Norman the ninth grade in the Representative Assembly.

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Abbott Junior High Student Council

Members Pictured

The 28 members of the council and assembly pictured are: front row, Mary Anne Collins, Powell Douglas, secretary; Dick Storts, president; Connie Cooper, vice president; Leona Hodges, treasurer; and Julia Floyd; second row: Danny McCarter, Jeanne Eytchison, Winnie Jo Perry, Patsy Harmon, Mary Dean Bennett, Joyce Thomas, Margaret Kennedy, Neoma Jackson and Barbara Talley; third row: Joyce Ford, Gary Bright, Gerry Dixon, Jack Malloy, Shirley Neal, Lee Jeste, and Clark Harp; fourth row: Doris Winn, Homer Bullard, Velma Whitman, Peggy Robison, Ann Hammond, Beverly Milwee, and Paul Craft.—Whitt K. Abbott, Junior High School, Muskogee, Oklahoma

**ROMAN BANQUET IS
ENJOYABLE AND PROFITABLE**

"All roads lead to Rome" one night each spring, when the Latin Club's annual Roman Banquet is held at Hinsdale Township High School, as the culmination of considerable planning, cooperation, and meaningful activity upon the part of all students enrolled in Latin.

With the completion of its fifth annual observance, the Latin Club and the Latin instructors, Mrs. Ruth Osborne and Miss Louise Rich, are in a position to evaluate this activity, and aside from the "fun" angle, everyone is of the opinion that the Roman Banquet is a valuable

means of "remembering more and forgetting less" of the subject matter and basic concepts of the Latin curriculum.

Every Latin student has a part in the enriching experiences of this project, for many weeks of preparation go into the preparations both inside and outside the classroom. These include learning the song, "Gaudeamus Igitur," making the menus in Latin, providing entertainment for the evening from the Latin students themselves, making costumes, serving the food, and providing the "Roman" atmosphere.

In Hinsdale, first year Latin pupils are the slaves and serve the food to their masters, second year students. Students enrolled in the third year Latin class provide the entertainment. All students come to the banquet attired in tunics or togas which have been created outside the classroom, and one committee has handled the details of securing tables with benches on which the diners may lounge in Roman fashion as they partake of their food with their fingers. Another committee has prepared gala wreaths to place upon the heads of all "Romans."

Still another committee has provided a menu scroll in Latin at each place at the table. Latin students learn that the Romans had a complete bill of fare "from eggs to apples" instead of the American style of "from soup to nuts." They learn that the wine (grape juice) was diluted with water in an amount decreed at the various tables by the casting of lots.

The menu developed at Hinsdale is as follows:

CENA ROMANA "Ab Ova Usque Ad Mala" Ante Diem XII Kal. Aprilis Data MCMLII

Gustatio: Pipera Ovo Radices Lactuca Capitata
Penis et mel Mulsum

Ferculum Primum: Aper Umber Tuberae Fabae

Ferculum Secundum: Crusta cum Malis

Commissatio: Vinum Innocuum Soleae Poscuntur

The entertainment includes a grand march to the tables accompanied by a group of five hornblowers who also give the flourishes for the introduction of various parts of the program. The program is likewise printed on the menu scrolls:

Delectatio:

Inter Fercula et Post Cenam

 Gaudeamus Igitur—Omnis

 Oratio—Marcus Tullius Cicero

 Ludi Gladiatorii—Pugillatio

 Saltatio Puellarum Exoticarum

 Ludus in Theatre—"Amor Tragicus"

 Cursus Rhaetarum.

One of the most colorful highlights of the evening is before the first course when a procession of the roast pig (papier mache) is conducted through the banquet hall. Gladiators combat with



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wooden swords and a wrestling demonstration brings forth other class talent.

Climaxing the evening is a "chariot race" between teams of athletes who have fashioned a "chariot" of padded sacks and rope which are pulled rapidly through the corridors which are floored with asphalt tile at Hinsdale.

The number of students enrolled in Latin classes in Hinsdale is increasing annually, and the Roman Banquet is one of the factors responsible for the growing popularity of this subject. Learning through direct participation with responsibility for the outcome has been effective learning, according to the Hinsdale Latin teachers.—Naidene Goy, Teacher of English, Hinsdale Township High School, Hinsdale, Illinois

A VOLUNTARY DEVOTIONAL PERIOD

In the mad rush of school activities for which there are never enough hours in the day, perhaps we are not aware that our school program does not provide a period of meditation. To some students, such a period can prove a gratifying experience and it may exert much influence on the molding of character.

I was convinced that such a period must be worth initiating into the daily program of the school when a group of students requested that I permit them to conduct, under the sponsorship of teachers, a devotional program each morning before the actual school day began. Attendance and participation were to be wholly voluntary. Surely worthwhile motives prompted such an unusual request!

It is true the Bible is read each day at the homeroom assembly, but such a reading evidently did not suffice for the type of program these more serious minded students seemed to be eager to institute. If these students felt an inclination to take their God with them to school, certainly there could be no better way to intensify citizenship training than by encouraging interest in development of Christian character—a responsibility not to be regarded as only a Sunday affair.

Consequently, two teachers were appointed to direct the program, Mrs. Marjorie Rainey and Miss Annie Ruth Stroud, and the students were told that they might arrange for the daily devotional they desired. Together, they worked out a plan whereby they conduct, each morning from 8:00 to 8:15, a devotional service which any student or teacher may attend.

One teacher assumes the responsibility of lending his presence and moral support for one week. He, with the aid of two student assistants, selects students to participate or tries to stimulate

interest in participation until many students have the opportunity to contribute to leading the devotional services. It is hoped that each teacher during the year will serve as a sponsor for at least one week.

To broaden the scope of the program and provide more interesting and challenging material for thought, the committee may invite guest speakers once or twice a week. Along with the reading of the scripture and appropriate poems, a prayer and the singing of hymns, special musical numbers may be presented by the students or visitors.

After all, the purpose of education is three-fold—physical, mental, and spiritual growth. Each realm is due proper and sufficient recognition in the program of the school.—Marshall Foster, Principal, Isaac Litton High School, Nashville, Tennessee

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School Activities



Shepherd Pipe and Harp Ensemble

lege for Teachers, Buffalo, shepherd pipes have been made and played in the seventh and eighth grades of the School of Practice, and in college music classes. The project generated plenty of enthusiasm and interest and led to the performance of small ensembles on school programs and to a demonstration on a television show.

At camp or at home the shepherd pipe provides an interesting hobby and one that may lead to a certain musical development.

The materials are simple enough: a piece of bamboo and a cork; the tools are readily accessible. In fact it is possible to make the pipe with nothing but a pen knife. The finished product may be decorated with paint or a wood burner.

A pamphlet "How To Make and Play a Shepherd Pipe" may be ordered from the National Recreation Association, 315 Fourth Ave., New York 10, N.Y., for \$.35 the copy.—William H. Tallmadge, Instructor of Music, State University of New York College for Teachers, Buffalo, New York

WHY NOT INVITE THE CHILD'S FIRST TEACHER?

The first grade teachers of the R. B. Fisher school of Corpus Christi, Texas, are doing more than rendering lip service in recognizing their responsibility for the whole child. The knowledge that the cooperation of the parent is a most important factor in helping the first grader to make the many complex adjustments demanded of him sent them seeking this cooperation. They found the parents willing to help, and grateful for an opportunity to share in their children's educational growth and development.

Plans were made for this year's first graders during the preceding spring. On an appointed day parents brought their pre-first children to visit the first grade rooms where a usual class

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1 1/2	8
1 1/8	11
1 1/2	19
2 1/2	27
4 1/2	40
6 1/2	50
12	6
18	12
24	18
30	24
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150	154
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162	168
168	175
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210	224
216	231
222	238
228	245
234	252
240	259
246	266
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258	280
264	287
270	294
276	301
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288	315
294	322
300	329
306	336
312	343
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324	357
330	364
336	371
342	378
348	385
354	392
360	399
366	406
372	413
378	420
384	427
390	434
396	441
402	448
408	455
414	462
420	469
426	476
432	483
438	490
444	497
450	504
456	511
462	518
468	525
474	532
480	539
486	546
492	553
498	560
504	567
510	574
516	581
522	588
528	595
534	602
540	609
546	616
552	623
558	630
564	637
570	644
576	651
582	658
588	665
594	672
600	679
606	686
612	693
618	700
624	707
630	714
636	721
642	728
648	735
654	742
660	749
666	756
672	763
678	770
684	777
690	784
696	791
702	798
708	805
714	812
720	819
726	826
732	833
738	840
744	847
750	854
756	861
762	868
768	875
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1002	1148
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2676	3101

day was in progress. At two o'clock the children were entertained on the playground while the parents, teachers, and administrators met in the cafeteria for informal discussions. Refreshments were served, and there was a happy, friendly atmosphere of getting acquainted.

When school started this fall, each first grade teacher invited the parents of the children assigned to her to a meeting in her room.

At this meeting she explained the work of the first grade, and her need of their assistance. She expressed her sincerity in inviting their criticisms, and assured them that they were to feel free to ask for an interpretation of methods and procedures she would use in guiding their children in their learning activities.

Teachers realize that parents have plans too, and enthusiastic cooperation can not be expected at a moment's notice. At this meeting, the parents organized to help with the events of the year. Room mothers were chosen, and committees were formed to assist with holiday parties, field trips, and picnics.

The teachers asked to make home visits, and had forms prepared in order that the visits might be scheduled at a time convenient for the parent.

These home visits are already reaping wonderful rewards not only in an early understanding of each child's individual problems, but also in happy parent-teacher relations.—Meridith Schneckenburger, Risher School, Corpus Christi, Texas

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Because of the complex interrelation and overlapping of the various extracurricular activities and interests, many of the articles listed here might properly have been classified under a number of headlines. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Items appearing in such departments as As the Editor Sees It, News Notes, and Comedy Cues are not listed in this volume index.

Schoolboy Athletics on the Brink

Controversies are raging over the purpose of athletics, the emphasis to be given to them, the sanction of contests and "all-star" games.

Alarmed, the American Association for Health, Physical Education, and Recreation, the National Association of Secondary-School Principals, and the National Federation of State High-School Athletic Associations have issued a statement, "Standards in Athletics for Boys in Secondary Schools."

Guiding policies of the new standards are:

Pay from tax funds . . .

1. Athletics are to be an integral part of the secondary-school program and should receive financial support from tax funds on the same basis as other recognized parts of the educational program. As a part of the curriculum, high-school sports are to be conducted by secondary-school authorities and all instruction provided by competent, qualified, and accredited teachers so that desirable definite educational aims may be achieved.

Balance intramural and inter-school games . . .

2. Athletics are for the benefit of all youth. The aim is maximum participation. A sport for every boy and every boy in a sport in a well balanced intramural and interscholastic program with emphasis on safe and healthful standards of competition.

No show-off-games . . .

3. Athletics are to be conducted under rules which provide for equitable competition, sportsmanship, fair play, health and safety. High school sports are for amateurs who are bona fide undergraduate high school students. These youth must be protected from exploitation and dangers of professionalism. Preseason, postseason, all-star games, or promotions are not consistent with this principle. It is necessary to develop a full understanding of the need for observance of local, league, sectional, state, and national standards in athletics. —*The Education Digest*

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comedy cues

Coed: Oh, dad, I've just discovered that the girl who sits next to me in Biol has a hat exactly like mine.

Father: So I suppose you want me to buy you a new one?

Coed: Well, you ole darling, that would be cheaper than changing schools.

Rub-a-dub-dub

Three men in a tub.
My, how unsanitary!

A Good Boy

Does all his homework,
Does not cut classes,
Does not come home late,
Does not care for girls,
Does not even exist.

More "Poultry"

I wish I were a kangaroo
Despite his funny stances—
I'd have a place to put the junk
My girl always takes to dances.

Amen!

A thrilled fifth-grade pupil confided in her teacher: "I'm going to be on the program at the next patient Teachers meeting."

—Michigan Education Association Journal

A little boy brought home a report card with 4 F's and one D. His father was very much disturbed and pressed the lad for an explanation. The youngster, after considerable thought, said, "Well, dad, I guess I spent too much time on that subject I got a D in." —Minnesota Education

The very dumb starlet was browsing around a Hollywood antique shop. She saw an ornate bed that struck her fancy immediately.

"What a charmingly quaint bed!" she gushed. The salesman nodded reverently.

"This bed has an amazing historical background," he said softly. "In this very bed, my dear young lady, slept King Louis XIV, King Louis XV, and King Louis XVI."

The starlet raised what was left of a tweezed eyebrow.

"Ain't that odd?" she chirped. "You'd figure that such big shots could afford to sleep in separate beds!" —North Carolina Education



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